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ABSTRACT

The Macomb Intermediate Career Education (MICE) regional project was designed to provide a network of coordination, technical assistance, and leadership to assist local education agencies in developing career education programs. Twenty school districts participated in the project which utilized inservice training, task forces, and local work session teams. Project goals were: to identify services necessary for regional coordination of career education in constituent districts; to select and pilot test strategies to facilitate development, adoption, and implementation of career education objectives; and to plan a strategy for local education agencies to adopt and develop career guidance plans. Evaluation of inservice training by pre- and posttest and self-assessment indicated that the majority of the participants increased their basic career education knowledge. There was evidence also of functioning committees to form a basis for future career education efforts. Approximately 100 pages are appendixes consisting of: pre- and posttest survey, agenda for inservice training programs, survey to rate materials disseminated, opinionnaire to evaluate inservice training sessions, directory of district team members, and extensive task force reports (communication and reporting, computer usage, assessment and evaluation, goals and objectives, infusion, and career guidance). A copy of the Career Development Inventory, Form 1, also is included. (EA)

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THE MICE PROJECT

MACOMB INTERMEDIATE CAREER EDUCATION
A DELIVERY SYSTEM FOR CAREER EDUCATION

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MACOMB
INTERMEDIATE
CAREER
EDUCATION

Dissemination Support System

by

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Project Numbers: 31C5-21184 (Voc. Ed.) and
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Career Development Unit
Vocational-Technical Education Services
Michigan Department of Education

July, 1975

MACOMB INTERMEDIATE SCHOOL DISTRICT
44001 Garfield Road, Mt. Clemens, Michigan 48043

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ACKNOWLEDGMENTS

The staff recognizes the Project's success was due to the outstanding cooperation of personnel from the twenty participating school districts. Appendix E contains a directory of team members.

For their assistance and cooperation, we wish to give special thanks to Mr. James Howard and Mr. Robert Weishan of the Michigan Department of Education.

We are grateful to Mr. Astor L. Simpson, Ingham Intermediate School District, for the constructive criticisms he made while serving as external evaluator.

For his interest and sound consultive services pertaining to assessment and evaluation, we appreciate Dr. Leonard L. Jensen, Wayne Intermediate School District.

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(The remaining 137 pages of Appendix L are devoted to capsule reports pertaining to each LEAs involvement and participation in the Project, along with selected materials developed and submitted by the local teams. Appendix E of this report contains a directory of participants.)

THESE MATERIALS ARE AVAILABLE FOR LOAN AND/OR PURCHASE THROUGH THE MACOMB INTERMEDIATE SCHOOL DISTRICT EDUCATIONAL MEDIA CENTER.

CHAPTER I

RATIONALE

Michigan was forging ahead educationally while interest in career education was building in Washington. When Governor William G. Milliken signed Public Act 97 on May 7, 1974, the status and significance of career education in Michigan was recognized and established. Act 97 promotes the planning and development of career education programs. It requires the development of plans for implementing career education in each local district. To encourage and help make this possible, a state-wide organization was created that includes a Career Education Advisory Commission, Regional Career Education Planning Districts, and Career Education Planning District Councils.

The Michigan Department of Education (MDE) has recognized the need for establishing and operating regional career development support systems. Beginning in 1971, the MDE capitalized on its experimental and demonstration projects by developing various aids and resource materials for delivering career education in Michigan. Since that time, regional personnel have provided leadership for local education agencies (LEA), served as a source of input for the MDE and disseminated materials. They also assisted the MDE in outlining career education activity expectations on the part of local school districts. Regional personnel serve as a link in the MDE's network organization attempting to provide a successful career education delivery system state-wide.

M.I.C.E. (Macomb Intermediate Career Education) is one of the six regional dissemination support systems that has been in operation and received financial assistance from the state for the 1974-75 school year.

PURPOSE

The project purpose is to provide a network of coordination, technical assistance and leadership designed to assist LEAs in developing career education plans suitable to local conditions. The project also represents an operational model for validating career education processes and materials.

BACKGROUND

Faced with unprecedented challanges in accomplishing educational goals and helping with the social problems of a complex and rapidly changing nation,[1] the Macomb Intermediate School District sought the most effective and efficient means for impacting our 179,000 students with the promises held by the career education philosophy.

Upon learning of the MDE's Request for Proposal, the Council of Career Education Planning District (CEPD) #40 took official action to notify and solicit participation of the twenty-one school districts within its service area. The CEPD Coordinator realized the importance of gaining support and commitment from the necessary LEA authorities for action. Twenty of the local districts[2] demonstrated support for a regional career education dissemination support system project by contributing ten cents per membership child to be held in escrow and used specifically for career education activities during the 1974-75 school year.

---

[1] "Why Career Education?" Michigan Career Education: An Introduction, unpublished book by the Mich. Dept. of Ed., compiled by Leslie M. Cochran, Central Michigan University.

[2] Appendices "E" and "L" of this report contain pertinent information on the twenty LEAs that participated in the project.

Throughout the school year, and especially at the beginning, the writers of this report had frequent contact with administrative personnel for the purpose of encouraging planning and implementation, as well as making sure these local people had a grasp of the career education concept.

Assuming that awareness and acceptance brings about change and grows from "small beginnings to ever-widening circles," it was decided the target population for project efforts would be teams of educators representing the twenty districts.

In an effort to mobilize potential leadership in the county for career education, superintendents were asked to designate an individual to serve as career education coordinator for their district. Superintendents were also asked to appoint a team to represent their district. Team size varied among districts and ranged from four to thirteen members, depending on student enrollment, local support, etc.

Teams were composed of curriculum leaders from a cross-section of subject areas and grade levels, guidance and counseling personnel, central and building administrators, classroom teachers, media personnel, vocational educators, etc.

In November, 1974, district coordinators met with the project staff to outline possible strategies for implementing the M.I.C.E. project. There was mutual agreement relative to utilizing the core group from each local education agency to expedite the planning process. These local teams would serve as career education facilitators for the purpose of meeting the unique needs of their district.

In December, 1974, the local personnel who had been identified as "team members," were asked to complete a survey. The survey served as a foundation to determine the needs of the target population. It was also used as a pre test which was matched with the post test given in June, 1975. Comparisons were made in order to determine whether project activities had closed the gap in terms of meeting the needs of the local teams. A complete analysis of the data collected is presented in Chapter III of this report.

Project goals were designed to meet the needs of the majority of the target population. "Project Goals and Activities" are discussed in the next chapter of this report. Because of the monumental tasks ahead for LEA team members, the diversity of expertise and commonalities between districts, it was decided to use three approaches to accomplish the work. First, an in-service training program would be utilized. Second, local personnel would serve on various task forces with personnel from other districts. Third, local teams would have work sessions for the purpose of accomplishing their specific goals and objectives.

CHAPTER II

INTRODUCTION

This chapter discusses each of the project goals and various approaches utilized to accomplish the goals. Reference is made to activities of the different task forces and to LEA team efforts to accomplish the goals. For economical reasons, it is impossible to include all the reports and materials developed. However because the writers hope others can benefit from our experiences, we are including portions of those contributions in the appendices of this report.

PROJECT GOALS AND ACTIVITIES

GOAL I -- IDENTIFY SERVICES NECESSARY FOR REGIONAL COORDINATION OF CAREER EDUCATION IN CONSTITUENT DISTRICTS

The project would serve as a catalyst to induce cooperation among districts for the purpose of assisting local districts in assessing career education resources and needs. In addition to the in-service training sessions, all task forces would contribute toward the accomplishment of this goal.

The Communications and Reporting Task Force was established specifically for promoting communications, cooperation and planning among constituent districts. (Appendix F includes reports from this task force.) The first action by this committee called for a status report from each local education agency.

The status report required local teams to identify and determine whether there were existing instructional activities complementary to the career education philosophy and consistent with Michigan Public Law 97.

That task force also asked local team members to share the knowledge gained through oral and written reports. The presentations were both on a formal and informal basis and proved to be an effective means of exchanging ideas and materials.

The efforts of the Task Force on Computer Usage were directed primarily toward the accomplishment of Goal Number I. (Appendix G contains materials related to the Computer Usage Task Force.) This task force studied current practices and reviewed the literature for the purpose of determining the feasibility of computer usage in the areas of: (1) a communications network to district teams, (2) developing problem solving and decision making skills through simulation, and (3) career and occupational information dissemination.

The Task Force on Assessment and Evaluation served as a resource for assisting local education agencies in defining their program goals. Further, efforts were made to identify and/or develop assessment and evaluation strategies, programs, designs, and instruments for career education activities. (Information on the Assessment and Evaluation Task Force is compiled in Appendix H.) Further, in order to achieve Goal Number I, each local education agency team was requested to provide input relative to any unique needs for regional coordination of career education. (Appendix L contains summary reports for the various local education agencies.)

GOAL II -- SELECT AND PILOT TEST STRATEGIES TO FACILITATE DEVELOPMENT AND ADOPTION OF CAREER EDUCATION GOALS AND OBJECTIVES

A task force was established to outline broad strategies that would facilitate the development and adoption of career education learner goals and objectives. (Appendix I contains a report of activities from the Goals and Objectives Task Force.)

Because of the differences existing within each local education agency, it was agreed to have each local team develop and pilot test strategies appropriate to its needs.

GOAL III -- ESTABLISH AND PILOT TEST A STRATEGY FOR IMPLEMENTING AN INFUSION PROCESS WHEREBY CAREER EDUCATION OBJECTIVES ARE INCORPORATING INTO THE CURRICULUM

To assist local districts in developing methods for infusing learner goals and objectives into their curriculum, an Infusion Task Force was established. (Appendix J contains the Infusion Task Force Reports.)

The work of this group included reviewing the literature and current practices along with developing strategies for infusion of career education concepts and procedures into the K-12 curriculum at the local district level.

In addition, the in-service training sessions provided opportunities for team members to be exposed to the MDE's teacher training process model.

Further, 63 fourth, fifth and sixth grade teachers, representing three districts, (Center Line, Lakeview and Warren Woods), participated in a MDE study to pilot test methods for disseminating and using career education materials.

The question to be answered by the research was: What is the relative effectiveness of various schemes of in-service programs for assisting classroom teachers in....

1. knowing the basic concepts of Michigan career education,
2. developing a more positive attitude toward the career education concept,
3. communicating the career education concept to others, such as teachers, parents, administration,
4. developing objectives related to each of the four career development components: self awareness, career awareness, decision-making, and planning and placement,
5. selecting career education resources which would be most appropriate for the teacher's program goals and objectives, and
6. integrating career education in their existing subject matter.

The 63 teachers were randomly assigned to one of the following groups:

Group 1 -- Received materials--Took pre/post survey--No formal in-service--Used materials based on own needs during the month of May.

Group 2 -- Attended half day of in-service at the Macomb Intermediate School District--Received materials--Completed pre/post survey--Used materials during the month of May.

Group 3 -- Attended three days of in-service at the Macomb Intermediate School District--Received materials--Completed pre/post survey--Used materials throughout the month of May.

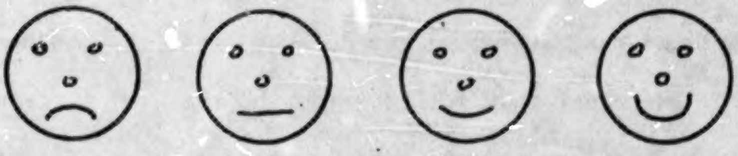
All data collected from the pre and post tests are being analyzed by Oakland Schools and Mrs. Bonnie Giffin, Coordinator of the state funded Career Education Resource Guide Project. Data will be interpreted and findings presented in a final report to the MDE by Mrs. Giffin.

In addition to the MDE pre/post survey, the M.I.C.E. staff requested that the 21 teachers who participated in the three-day in-service workshop complete a post workshop survey in order to get some feedback.

The following chart depicts the various responses:

PROGRAM EVALUATION

How do you feel about the three day in-service program? (check one)*



2	0	2	15

Did these meetings...	Very Little	Some	Considerably	Quite A Lot
Increase your awareness of the Michigan Career Development Concept?	1	0	5	15
Give you ideas that you might use in implementing career education in your classroom?	0	4	5	12
Assist you in communicating career education to other faculty members?	1	4	7	9

*Not all participants responded to this question.

Teachers who participated in the in-service workshops were trained in career education methods, techniques, and materials utilization. Teachers designed and implemented career education activities into their existing curriculum through the infusion approach.

Workshops were designed to increase teachers skills in organizing, facilitating, and delivering career development outcomes to students.

GOAL IV -- ESTABLISH AND PILOT TEST A STRATEGY FOR THE LOCAL EDUCATION AGENCIES TO ADOPT THE NEWLY DEVELOPED (AND/OR MODIFIED) CAREER GUIDANCE PLAN

In an effort to identify strategies for developing and/or modifying career guidance programs, the Career Guidance Task Force reviewed the literature and current practices and received input from the other task forces, from the in-service training sessions, and by visiting career education project sites. (Career Guidance Task Force materials are included in Appendix K.)

For guideline purposes, the following general strategy for implementing, developing, and/or modifying a career guidance program was developed:

- -Establish K-12 Guidance Communication; Elect Guidance Leader
- -Create a Guidance Needs Assessment; (incorporate into total needs assessment or write separate guidance needs assessment)
- -Evaluate Needs Assessment With All Counselors
- -Develop a Career Guidance Model With Evaluation Procedures Built In
- -Involve Administration For Support
- -Initiate Staff Relations Involving Information Dissemination
- -Establish a Public Relations Program
- -Plan and Present Guidance Component of Career Education Plan to Local Board for Adoption
- -Implement Plan

It was the consensus of task force members that each team assume the responsibility for developing strategies appropriate for their particular district.

GOAL V -- DEVELOP A PLANNING STRUCTURE TO ASSIST LOCAL EDUCATION AGENCIES IN DEVELOPING APPROPRIATE CAREER EDUCATION PLANS

The project provided consultation for local teams in developing their comprehensive career education plans, consistent with Public Law 97. Assistance in developing and implementing career education system-wide was encouraged through the in-service training program, consultive services, and task force work.

Factors considered in the planning included identification of leaders; delivery mechanism; budget; time table; needs assessment and evaluation; creation of awareness, understanding and receptivity; development of goals and objectives; infusion of career development and career guidance into the existing curriculum and program; resources and cooperation in the community.

SUMMARY

Efforts to accomplish the goals included input from LEA Teams and various task forces, and participation in the in-service training program. The next section of this report discusses the in-service training and presents findings relative to results of the program.

CHAPTER III

INTRODUCTION

The in-service training goals were designed to complement project goals as well as the needs of LEA team members. The first sections of this chapter will identify those goals and discuss the activities designed to accomplish the goals.

The next portion reports the findings relative to evaluation. A separate presentation is made of the data collected and analyzed for each training program goal.

M.I.C.E. IN-SERVICE TRAINING PROGRAM

GOALS:

1. To increase participants' knowledge of the career education concept.
2. To improve participants' skills in serving within the local district as
    a. change agents,
    b. resource and consultive personnel,
    c. disseminators of materials and information, and
    d. coordinators of district activities.
3. To assist participants in developing a career education plan suitable to local conditions which could be adopted and implemented beginning with the 1975-76 school year.

ACTIVITIES:

In order to address the goals of the in-service training program, participants were provided expertise from personnel in the Macomb Intermediate School District (MISD) and the Michigan Department of Education (MDE), representatives from labor and the business community, representatives from local and state chambers of commerce, university personnel and developers and practitioners from interstate and intrastate career education projects. (Appendix B contains agenda for in-service sessions.)

In addition, participants received copies of models and materials developed by the MDE and other resources related to career education, curriculum guides, instructional materials, career education project reports, bibliographies of career education resources, lists of commercially produced materials, etc.

FEEDBACK RELATIVE TO MATERIALS DISSEMINATED:

Participants completed written evaluations for the purpose of determining their opinions of the quality, quantity and variety of materials disseminated. (See Appendix C.) There were 44 surveys completed. The following table depicts respondents satisfaction/dissatisfaction:

SURVEY TO RATE HANDOUT MATERIALS

		Strongly Agree	Agree	Strongly Disagree
1.	The handout material was logically sequenced.	11	28	5
2.	The handout material was related to the topics presented.	15	28	1
3.	The handout material was arranged efficiently.	15	21	8
4.	The handout material was clearly duplicated (or printed).	21	23	0
5.	The handouts helped me think objectively.	11	27	6
6.	The content presented will not help me develop my career education plan.	1	6	37
7.	The material presented was not practical.	0	7	37
8.	The material gave me information I needed.	13	28	3
9.	The variety of materials disseminated was adequate.	9	26	9
10.	The amount of materials disseminated is ample.	16	23	5

The positive feedback indicates that the majority of the respondents were satisfied with the materials disseminated.

FINDINGS RELATED TO IN-SERVICE TRAINING GOAL NUMBER ONE -- TO INCREASE PARTICIPANTS KNOWLEDGE OF THE CAREER EDUCATION CONCEPT

A modified version of the MDE's Career Development Workshop Measure was developed and administered to assess certain affective areas. (See Appendix A, Part I) To determine changes in participants' knowledge of the career education concept, post tests were compared with pre tests. Fifty-eight participants completed both tests. The data were analyzed based on whether there was an increase, decrease, or no change in the individual's total score. Of the 58 respondents, 53 percent (31 participants) increased their scores from the pre to post tests. The data shows the majority of the participants increased their basic career education knowledge. However, no investigation was made relative to the degree or extent of this acquisition. Thirteen of the participants' scores remained the same from pre to post test. Whereas, fourteen participants attained lower scores on the post test than they achieved on the pre test.

Comparisons were also made between those same participants' pre and post responses relative to participants' self-estimated knowledge and ability in the area of career education. (See Part II of Appendix A.) On a five-point scale ranging from "yes absolutely" to "absolutely not," respondents were asked, "Do you feel you have the skill and knowledge necessary to ..." The following results were obtained:

WORKSHOP PARTICIPANTS' SELF-ASSESSMENT ON MEASURING INSTRUMENT

Question in Part II of Test	Items Related to Knowledge of Career Education Concept	Pre/Post Comparisons Increase	Unchanged	Decrease
2.	Do you feel you have the skill and knowledge necessary to articulate to others a definition of career education?	39	18	1
3.	Do you feel you have the skill and knowledge necessary to develop lesson plans that incorporate career development content into existing instruction?	38	16	4
4.	Do you feel you have the skill and knowledge necessary to articulate to others the Michigan career education model?	45	9	4
9.	Do you feel you have the skill and knowledge necessary to develop learner activities that are effective in achieving career development outcome?	34	18	6
11.	Do you feel you have the skill and knowledge necessary to identify audio-visual and support materials to supplement career development instruction?	32	23	3
14.	Do you feel you have the skill and knowledge necessary to identify community resources that could supplement career development instruction?	31	20	7

It appears that the majority of the participants increased their pre test level to some degree, meaning that self-assessment of their skill and knowledge changed in a positive direction as a result of the in-service sessions and other related activities throughout the year.

Participants were asked to react on opinionaires in an effort to determine the effectiveness of the in-service training sessions relative to increasing their knowledge of the career education concept. (Appendix D contains a copy of the opinionaire used.) Sixty-eight participants completed and returned the instrument. Sixty-four respondents indicated that the meetings increased their knowledge of the career education concept "some," "considerably," or "quite a lot." Only four individuals responded in the "very little" category on the survey.

It appears fair to conclude from the data collected relative to the first goal of the in-service training, that the in-service program was successful. For the most part, the program had served to increase participants' knowledge to some extent. In addition, participants perceived their knowledge and skills as having increased as a result of the training.

FINDINGS RELATED TO GOAL NUMBER TWO -- TO IMPROVE PARTICIPANTS' SKILLS IN SERVING WITHIN THE LOCAL DISTRICT AS: (a) CHANGE AGENTS, (b) RESOURCE AND CONSULTIVE PERSONNEL, (c) DISSEMINATORS OF MATERIALS AND INFORMATION, AND (d) COORDINATORS OF DISTRICT CAREER EDUCATION ACTIVITIES

In order to assess participants' perceptions of their ability to assume the various responsibilities outlined in goal number two, participants were given a pre test before any workshops took place. (See Appendix A, Part II) A post test was distributed to participants at the end of the project. Pre and post tests were matched and comparisons were made. Fifty-eight people completed and returned both tests.

With a five-point scale ranging from "yes absolutely" to "absolutely not," items asked, "Do you feel you have the skill and knowledge necessary to . . ." The following results were obtained:

WORKSHOP PARTICIPANTS' SELF-ASSESSMENT ON MEASURING INSTRUMENT

Question in Part II of Test	Items Related to Goal Two of Training Program	Pre/Post Comparisons Increase	Unchanged	Decrease
5.	Do you feel you have the skill and knowledge necessary to describe existing career education activities in the district to others?	40	17	1
6.	Do you feel you have the skill and knowledge necessary to bring about change in the district?	22	31	5
8.	Do you feel you have the skill and knowledge necessary to serve as a coordinator of district career education activities?	28	24	6
10.	Do you feel you have the skill and knowledge necessary to act as a resource and consultant in career education for local personnel?	38	15	5

The data were analyzed based on whether there was an increase, decrease, or no change in an individual's responses from the pre to the post test. No interpretation was made relative to the degree of change.

As a post test only, participants were asked to complete opinionnaires in order to evaluate the in-service training program relative to goal number two. (Appendix D contains a copy of the instrument.) Sixty-eight participants returned completed opinionnaires. The following chart depicts the various responses.

EVALUATION FOR M.I.C.E. IN-SERVICE PROGRAMS

	Very Little	Some	Considerably	Quite A Lot
Did the meetings . . .				
Improve your skill as a career education resource and consultive employee within your district?	9	25	27	7
Assist you in disseminating information within your district?	13	29	20	6
Increase your knowledge of how to coordinate district activities?	19	37	7	5
Give you ideas that might help you bring about change in your district?	8	33	19	8

Some general interpretations can be made from the data obtained relative to participant's perceptions of their ability to assume certain responsibilities. The majority of the sample altered their initial test level in a positive direction, indicating an increase in participants' perceived ability to assume various career education responsibilities within their district.

Further, on the overall evaluations of the in-service program, the majority of the respondents felt the in-service program had been beneficial in preparing them to assume certain career education responsibilities in their district.

FINDINGS RELATED TO GOAL NUMBER THREE -- TO ASSIST PARTICIPANTS IN DEVELOPING A CAREER EDUCATION PLAN SUITABLE TO LOCAL CONDITIONS WHICH COULD BE ADOPTED AND IMPLEMENTED BEGINNING WITH THE 1975-76 SCHOOL YEAR

From a pre test in December to a post test in June, 58 workshop participants responded to the question: "Do you feel you have the skills and knowledge necessary to contribute toward the development of a school and/or district career education plan?" Thirty-two respondents' self-assessment increased from pre to post, 19 participants' responses remained the same, and 7 respondents' perception decreased relative to their ability to contribute to the LEA career education plan.

On the overall evaluations of the in-service training, participants were asked whether the sessions assisted them in developing a career education plan for their district. Sixty-eight surveys were completed; 10 respondents indicated they felt the sessions benefited them "quite a lot," 18 people selected the "considerably" category, and 32 marked the "some" response.

The writers feel each district has made considerable progress in developing career education plans to meet local needs and expectations.

LONG TERM EVALUATION OF IN-SERVICE TRAINING:

The true evaluation for the accomplishment of the goals of the in-service training program will be realized only by the end of the 1975-76 school year. At that time local personnel will be better able to determine the quality and quantity of the career education being implemented in the district. Also, the reception by staffs and the impact on students can be assessed.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Based on the feedback from project participants and the progress made on developing district career education plans, it appears that some basic career education "in-roads" were made in the twenty districts that participated in the MICE Project.

In the findings, there is evidence of functioning committees which have developed a basis for future career education efforts in the various districts and in the Macomb Intermediate School District.

It is the conclusion of the writers that the project did serve as a foundation for creating awareness and identifying responsibilities for providing career education learning experiences for 140,000 students.

Based on input from the LEAs, it is recommended that the MISD continue to provide services which will assist local education agencies in meeting the intent of Michigan Public Law 97. The following are recommendations:

1. Consultive services relative to the implementation of plans should be provided for LEA career education steering committees.
2. Assistance in identifying strategies to utilize community resources is recommended.
3. There is the need for support and coordination pertaining to in-service efforts.
4. Consultation and assistance in designing workshop activities for administrators, counselors, teachers, media personnel, etc. is desirable.
5. Assistance in assessing and clarifying needs of staff and students is suggested.
6. Coordination in the processes of training teachers to develop curriculum materials that mesh district career education objectives with existing programs is necessary.

7. Identification of necessary resource people who can assist LEAs with program implementation is advisable.

8. Assistance with approaches for promoting career education in the community is desirable.

Based on the state department's philosophy of regional dissemination of information, it is critical that the MISD continue to serve as a liaison between the MDE and constituent districts during the 1975-76 school year. This is the only possible way to keep LEAs up-to-date on activities of the MDE, the Michigan Career Education Advisory Commission and the Michigan State Board of Education.

APPENDIX A

PRE/POST SURVEYS OF PROJECT PARTICIPANTS

(The same survey was used as a pre/post instrument. The only difference was: the instructions at the top of page 26 were changed on the post test.)

____

M.I.C.E. PRE-TEST SURVEY

Present Position (check one)

____ Teacher

____ Counselor

____ Central Administrator

____ Principal

____ Other (specify)____________________

Present Assignment (check one)

____ Elementary

____ Jr. High

____ Secondary (Academic)

____ Secondary (Vocational)

The following questions relate to experiences you may have had prior to M.I.C.E. Workshops. Please read each item carefully and estimate, to the best of your recollection, the degree to which you might have participated in these activities.

(1) Number of years as a professional in education: ____________________

(2) Amount of career education in-service training:

(a) Number of hours spent in formal career education workshops: ____________________

(b) Number of hours spent in career education staff meetings: ____________________

(c) Number of credits from college classes in career education: (specify quarter or semester credits) ____________________

(d) Have you ever been involved in other career education activities?

Yes _____ No _____

If yes, explain briefly:____

____

____

Please answer the following questions quickly; however, you may set your own time limits. If you are unsure, guess. Answer each question. The only purpose is to assess where we are now and where we are in June. This survey is anonymous.

Part I. Please circle the answer of your choice.

1. Career development, according to the Michigan Model, is intended to:

   (a) develop an awareness of occupational roles.

   (b) identify the career education needs of the local school and community.

   (c) enable individuals to make realistic, informed career decisions.

   (d) develop vocational curriculum experiences consistent with the needs of the community.

2. The infusion process, according to the Michigan Department of Education materials:

   (a) is a learning technique that provides students with the skills necessary for realistic decision-making.

   (b) incorporates the instructional, guidance and administrative services of a school into a cooperative approach toward instruction.

   (c) places equal emphasis on the delivery of career development and vocational learning.

   (d) is a process whereby career development and the existing instruction are delivered cooperatively.

3. Career awareness and exploration, according to the Michigan Model, is primarily concerned with:

   (a) the development of training programs to provide individuals with the skills necessary for job entry.

   (b) focusing the curriculum and guidance service on occupational resource information.

   (c) the development of students' awareness of available job options.

   (d) the development of a knowledge and understanding of the educational, social, work and leisure worlds.

4. Career Preparation, according to the Michigan Model is the attainment of:

   (a) vocational and academic skills.

   (b) career development and academic skills.

   (c) career education skills.

   (d) career awareness and exploration skills.

5. According to the Michigan Model, Career Education may be defined as:

   (a) a process whereby individuals may fulfill their unique needs with regard to their future life roles.

   (b) a system that delivers Career Development skills to K-12 students.

   (c) a process that provides individuals with curriculum options.

   (d) the technology and resources needed to establish a realistic base for decision-making.

6. According to the Michigan Model, self-awareness and exploration activities focus primarily upon helping individuals.

   (a) understand themselves in relation to their educational activities.

   (b) understand themselves and others.

   (c) identifying career information sources for purposes of pursuing a realistic career goal.

   (d) understand the relationship between careers and a student's curriculum.

7. In order to effectively infuse decision-making and planning into the curriculum:

   (a) the decision-making process should occur at the high school level.

   (b) the student should be provided the opportunity to experience the consequences for various decisions.

   (c) "hands-on" training and experiences should be provided.

   (d) classes should be initiated in the school to deliver decision-making.

8. Career placement, according to the Michigan Model, is primarily concerned with:

(a) the establishment of educational criteria for job placement.

(b) the development of student awareness of the utilization of the job placement programs.

(c) the development of goal-oriented behavior in students.

(d) the establishment of statewide regionalized job placement programs.

9. Your goal as a teacher is for your students "to be able to write complete sentences." Which of the following represents the best performance objective for achieving your goal?

(a) Given a list of the characteristics of a complete sentence the student will be able to write a short story with a minimum of three (3) grammatical errors.

(b) Given a list of the characteristics of a complete sentence the student will write three (3) sentences consistent with the English Text's standards.

(c) Given a list of the characteristics of a complete sentence the student will be able to identify all the parts of five (5) sentences.

(d) Given a list of the characteristics of a complete sentence the student will be able to write three (3) complete sentences consistent with the stnadards provided in the list.

10. The Michigan Department of Education performance indicators are:

(a) the same thing as performance objectives.

(b) same as behavioral objectives.

(c) made up of conditions, resources and criteria.

(d) lacking the conditions and criteria of performance objectives.

11. As part of your in-service program you want to relate to the teachers the Michigan Department of Education's sequence of steps for writing a performance objective.

(a) teacher resources/performance indicator/performance goal/performance objective.

(b) learner activities/teacher resources/performance indicator/performance objective.

(c) goal statement/educational goal/performance indicator/performance objective.

(d) instructional goal/performance indicator/performance objective.

12. You are a senior high school teacher interested in developing an instructional plan that will incorporate career education objectives into the curriculum. In the Reference Guide: Goals and Performance Indicators: the appropriate content for you would be:

(a) available in the 10-A (grade) category.

(b) available in the career exploration and/or placement component.

(c) available in the 7-9 and 10-A categories and would not be limited to a single component.

(d) available throughout the entire document.

Part II. Examine the following items and rate yourself according to the degree to which you feel the statement reflects your skills and knowledge at the present time. Place an "X" in the space you feel best describes you.

At this time, do you feel you have the skill and knowledge necessary to:

1. Work effectively with other professionals?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

2. Articulate to others, a definition of career education?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

3. Develop lesson plans that incorporate career development content into existing instruction?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

4. Articulate to others the Michigan career education Model?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

5. Describe existing career education activities in the district to others?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

6. Bring about change in the district?

Yes Absolutely
Absolutely:______:______:______:______:______:Not

7. Specify performance goals and objectives for instruction?

Yes Absolutely
Absolutely:________:________:________:________:________:Not

8. Serve as a coordinator of district career education activities?

Yes Absolutely
Absolutely:________:________:________:________:________:Not

9. Develop learner activites that are effective in achieving career development outcomes?

Yes Absolutely
Absolutely:________:________:________:________:________:Not

10. Act as a resource and consultant in career education for local personnel?

Yes Absolutely
Absolutely:________:________:________:________:________:Not

11. Identify audio-visual and support materials to supplement career development instruction?

Yes Absolutely
Absolutely:________:________:________:________:________:Not

12. Contribute toward the development of a school and/or district career education plan:

Yes Absolutely
Absolutely:________:________:________:________:________:Not

13. Identify the role of the school in delivering career education?

Yes Absolutely
Absolutely:________:________:________:________:________:Not

14. Identify community resources that could supplement career development instruction?

Yes Absolutely
Absolutely:________:________:________:________:________:Not

Part III. Read each of the completions to the sentence listed below. Indicate the extent to which you agree or disagree by placing a check in the appropriate box.

I believe that educators have a responsibility to plan and deliver instruction which enables students to:

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. Identify and explore alternative leisure roles and settings					
2. Recognize self development is a life long process					
3. Understand the nature of decision-making					
4. Develop skill in monitoring progress on career plans					
5. Acquire information about personal characteristics of self and others					
6. Identify and explore alternative family roles and settings					
7. Implement educational and/or career plans					
8. Identify and explore options in terms of self assessment					
9. Understand individual and group aspects of behavior					
10. Identify and explore alternative citizen roles and settings					
11. Acquire and apply interpersonal skills					
12. Acquire knowledge and skills necessary to implement career plans					
13. Identify and explore alternative occupational roles and settings					
14. Develop skills in decision-making					
15. Establish career plans					
16. Recognize educational alternatives and their applications					
17. Modify career plans to maintain consistency with changing career goals					

Part IV. In responding to the following statements, please check the most appropriate phrase in each column.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The school's goals should encompass career education					
2. Segments of the community such as business, industry and other employers should influence (but not dictate) the school's curriculum					
3. The school's curriculum should contain elements designed to orient or acquaint all students with career opportunities and job characteristics					
4. The school's curriculum should be designed to meet the needs of all students, those who will attain a baccalaureate degree and those who will not					
5. The school should teach all students how to work (such as how to apply for a job, how to dress, punctuality, responsibility, and good work habits)					
6. The school should assume some responsibility to assist all students who leave the school (via graduation or dropout) to locate employment or to continue their education					
7. The school's curriculum should equip students to cope with the probable need to change occupations one or more times					
8. Career education should be provided at the elementary level only in the school district					
9. The school should be primarily concerned with preparing students to attend a four-year college and acquire a baccalaureate degree					
10. Career education should be offered during the summer months so as to make greater use of school facilities					
11. Career education should be provided only at the secondary level in the school district					
12. Career education should be provided from Kindergarten through twelfth grade in the school district					
13. Career education should be of such quality that it appeals to the students and the community					

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
14. The school(s) should maintain adequate records on the placement and progress of students (in college and in employment) to facilitate evaluation of career education in the school(s)					
15. Career education should be an orderly process which is articulated from one grade level to the next					
16. The school should have a realistic picture of job opportunities and consider this in planning career education offerings					
17. School staff should communicate and cooperate among all grade levels to insure that career education offerings meet the needs of all youth					
18. A wide variety of community resources should be utilized for career education					
19. The teacher should be able to earn a living by working in the area of his or her teaching assignment					
20. Career education teachers should periodically work in industry to maintain current skills and knowledge					
21. Counseling and guidance services should provide assistance which enables students to plan realistic careers					

APPENDIX B

AGENDA FOR IN-SERVICE TRAINING PROGRAMS

CAREER EDUCATION PLANNING DISTRICT 40
Career Education Conference
January 9, 1975
Program

8:50 Registration (LaFevre Hall "B" and "C")

9:05 Welcome
Dr. Charles C. Milonas, Trustee
M.I.S.D. Board of Education

9:15 Keynote address on Career Education
Dr. Cliff Helling, Minneapolis Public Schools

10:30 Recess--Coffee and Donuts

10:45 Introductions

10:55 "A Partnership Between Education and the Community"
Lewis Easterling, Michigan Chamber of Commerce-
Vice Chairman of the Michigan Career Education
Advisory Commission

Panel Reactors:
Al Lorente, International Representative,
Skilled Trades Department, United Auto Workers
Euth Cocoves, Director of Program Development,
Michigan Employment Security Commission
Joseph G. Earhart, Superintendent, South Lake Schools
Merrill Miller, Career Consultant
Upton Management Services, Inc.
Dr. Rosemary DeLoach, Professor of Business Education
Eastern Michigan University

12:30 Luncheon (Open Learning Center)
Invocation: Dr. Robert G. Lutz,
Superintendent M.I.S.D.
Career Education Update and Michigan Model
William Weisgerber, Special Assistant to the
Superintendent for Career Education
Michigan Department of Education

2:00 LEA General Assembly and Small Group Sessions
(LaFevre Hall "B" and "C")

CAREER EDUCATION PLANNING DISTRICT 40
Career Education Conference
January 23, 1975
Program

8:30 Registration and coffee

8:40 Welcome
Mr. Stanley L. Schook
Career Education Planning District Council

8:45 Announcements

8:55 How's Your Knowledge of Act 97
John J. O'Brien

9:15 Questions and Answers on the Michigan
Career Education Model
B. Carol Turner

10:00 A.M. Recess - coffee

10:15 Local team meeting

11:45 Lunch

12:30 Feedback from local team meetings

1:00 Overview and assignment for next meeting

1:30 Needs Assessment and Evaluation
Dr. Dave Buettner, Michigan Department of Education

2:30 P.M. Recess

2:45 Local team meetings

3:15 Questions and Answers on Evaluation and Assessment
Dr. Dave Buettner, Michigan Department of Education

4:15 Feedback and follow-up

"The intercession from a state of puzzle
and perplexity to rational comprehension
is full of lively relief and pleasure."

. . . Henry James

M.I.C.E.

AGENDA

February 12, 1975

> "It must be remembered that there is nothing more difficult to plan, more doubtful of success, nor more dangerous to manage, than the creation of a new system. For the initiator has the enmity of all who would profit by the preservation of the old institutions and merely lukewarm defenders in those who would gain by the new ones."
>
> Machiavelli, "The Prince" (1513)

8:15 Registration and Coffee
8:30 LeFevre "A" Guidance Task Force
LeFevre "B" Reporting Task Force
OLC "A" Computers Task Force
LeFevre "C" All other Task Forces
10:00 Break
10:15 Small Group Sessions:

- Group A in LeFevre "A"
  - The Infusion Process
    - The University of Michigan
      - Dr. Stephen Roderick
      - Mrs. Jane Russell
- Group B in LeFevre "B"
  - Classroom Activities For Career Education (K-6)
    - Mr. Dick Palmer, Media Services M.I.S.D.
    - Dr. Gerard Putz, Instruction Division M.I.S.D.
    - Ms. Mary Tarle, Elementary Practitioner, L'Anse Creuse Sch. Dist.
- Group C in LeFevre "C"
  - Warren Consolidated Schools--Project C.A.R.E.
    - Mr. Terry Turk, Career Development Specialist

    - Ms. Audrey Crepeau, Upper Elementary Practitioner
    - Mrs. Rose Ferrante, Lower Elementary Practitioner

12:00 Lunch
1:0[illegible] Repeat of 10:15 session (see Program above)
2:45 Break
3:00 Local Education Agency meetings

- LeFevre "A"
  - Anchor Bay School District, Armada Area Schools, Center Line Public Schools, Chippewa Valley Schools, Clintondale Community Schools, East Detroit School District & Fitzgerald Public Schools
- LeFevre "B"
  - Fraser Public Schools, Lake Shore Public Schools, Lakeview Public Schools, L'Anse Creuse Public Schools, Mount Clemens Community School District, New Haven Community Schools & Richmond Schools
- LeFevre "C"
  - Romeo Community Schools, Roseville Community Schools, South Lake Schools, Utica Community Schools, Van Dyke Public Schools & Warren Woods Public Schools

M.I.C.E.

AGENDA

March 12, 1975

8:30 Registration and Coffee

8:45 M.I.C.E. Overview

Task Force Reports:

- Assessment and Evaluation
  - Mr. Ken Squiers, Chippewa Valley
- Strategies for Infusion
  - Dr. Roy Cloud, L'Anse Creuse
- Goals and Objectives
  - Ms. Judy Hartz, Center Line
- Reporting
  - Mr. Robert Churley, Lakeview
- Career Guidance
  - Mrs. Beverly Burger, Chippewa Valley
- Computer Usage
  - Mr. Bernie Gucwa, Van Dyke

9:15 Strategies for Planning and Implementing Change in Education

- Directed by Dr. J. William Wenrich,
  - Vice-President for Administrative Affairs
  - Ferris State College

11:45 Lunch

1:00 Dissemination and Application of Task Force Work at the LEA Level

- LeFevre "A"
  - Anchor Bay School District, Armada Area Schools, Center Line Public Schools, Chippewa Valley Schools, Clintondale Community Schools, East Detroit School District & Fitzgerald Public Schools
- LeFevre "B"
  - Fraser Public Schools, Lake Shore Public Schools, Lakeview Public Schools, L'Anse Creuse Public Schools, Mt. Clemens Community School District, New Haven Community Schools & Richmond Schools
- LeFevre "C"
  - Romeo Community Schools, Roseville Community Schools, South Lake Schools, Utica Community Schools, Van Dyke Public Schools and Warren Woods Public Schools

3:00 Adjournment

CAREER EDUCATION PLANNING DISTRICT 40
Career Education Conference
April 15, 1975
Program

8:30 Registration

9:00 Welcome
  Mr. Glen H. Peters, President
    Macomb Intermediate School District
      Board of Education

9:10 Logistics
  Mr. William J. Banach, Consultant
    Educational Services Division
      Macomb Intermediate School District

9:20 "DOES THE PUBLIC REALLY WANT CAREER EDUCATION"
  Dr. Richard H. Escott, Superintendent
    Rochester Community Schools

Panel Reactors:
  Mr. Michael Emlaw, Superintendent
    East Detroit Schools
  Mr. Daniel Eskin, Superintendent
    Armada Area Schools
  Mr. William C. Harding, Superintendent
    Mt. Clemens Community School District
  Mr. R. L. Klingman, Superintendent
    Lakeview Public Schools

10:20 Coffee Break

10:35 Buzz Groups

10:50 Audience Participation

11:45 Lunch

1:00 - 3:00 Resource Fair

APPENDIX C

SURVEY TO RATE MATERIALS DISSEMINATED

____

M.I.C.E. SURVEY TO RATE HANDOUT MATERIALS

You should have received copies of the following materials. Please check those you have received:

_____ List of Team Members from all Districts
_____ List of your Task Force Members
_____ Public Law 97
_____ Partnerships in Career Education
_____ M.I.C.E. Proposal
_____ Policy/Concept Paper Defining and Explaining Career Education
_____ Pages from Goals and Performance Indicators
_____ Common Goals of Michigan Education
_____ Guidelines for Comprehensive Career Education
_____ Career Education Interim Plan
_____ A Comprehensive Career Education Plan (proposed format)
_____ Needs Assessment Materials
_____ Recommended Tasks to Meet Public Law 97 and M.I.C.E. Proposal

A. In the following section please indicate whether you strongly agree, agree, or disagree with the statement by circling the appropriate symbol.

SA A SD 1. The handout material was logically sequenced.

SA A SD 2. The handout material was related to the topics presented.

SA A SD 3. The handout material was arranged efficiently.

SA A SD 4. The handout material was clearly duplicated (or printed).

SA A SD 5. The handouts helped me think objectively.

SA A SD 6. The content presented will not help me develop my career education plan.

SA A SD 7. The material presented was not practical.

SA A SD 8. The material gave me information I needed.

SA A SD 9. The variety of materials disseminated was adequate.

SA A SD 10. The amount of materials disseminated is ample.

B. 1. Which M.I.C.E. handout did you like best? _______________

Why? _______________

2. Which M.I.C.E. handout did you like least? _______________

Why? _______________

3. In what areas would you like additional information? _______________

____

APPENDIX D

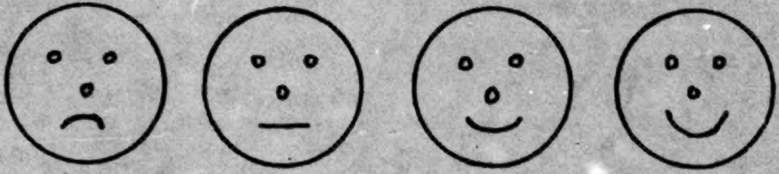
OPINIONNAIRE TO EVALUATE IN-SERVICE TRAINING SESSIONS

M.I.C.E.

PROGRAM EVALUATION

Macomb Intermediate School District

In general, how do you feel about the in-service training sessions? (check one)



_______ _______ _______ _______

Did these meetings...	Very Little	Some	Consid-erably	Quite a Lot
Increase your knowledge of the career education concept?	_____	_____	_____	_____
Assist you in developing a career education plan for your district?	_____	_____	_____	_____
Improve your skill as a career education resource and consultive employee within your district?	_____	_____	_____	_____
Assist you in disseminating information within your district?	_____	_____	_____	_____
Increase your knowledge of how to coordinate district activities?	_____	_____	_____	_____
Give you ideas that might help you bring about change in your district?	_____	_____	_____	_____

What one to three things did you like about the sessions?

What one to three things could we have done better?

On the reverse side, please give suggestions how the Macomb Intermediate can assist local education agencies in the area of career education.

APPENDIX E

DIRECTORY OF DISTRICT TEAM MEMBERS

DIRECTORY OF MACOMB INTERMEDIATE CAREER EDUCATION DISTRICT TEAM MEMBERS

ANCHOR BAY SCHOOL DISTRICT

*Edward L. West, Voc. Ed. Dir.
North Elem., Romeo Comm. Sch.

Char Baur (Mrs.), Counselor
Anchor Bay Sr. High

Lana Callihan (Mrs.), Counselor
Anchor Bay Jr. High

Robert Turak, Principal
Lottie M. Schmidt Elem.

Linda White (Mrs.), Reading Clin.
Anchor Bay Elem.

ARMADA AREA SCHOOLS

*Edward L. West, Voc. Ed. Dir.
North Elem., Romeo Comm. Sch.

Linda Chilcote (Miss), Teacher
Armada Elem.

Dorman Gothup, Counselor
Armada Area High

Carolyn Moser, Principal
Armada Elem.

CENTER LINE PUBLIC SCHOOLS

*Roger Bree, Voc. Ed. Dir.
Center Line High

Al Buechel, Principal
Crothers Elem.

Tom Holland, Principal
Ladd Elem.

CENTER LINE PUBLIC SCHOOLS (Cont.)

Maggie Kelly, Special Ser.
Sherwood Elem. (Learning Center)

Marty O'Neal, Counselor
Wolfe Jr. High

Judi Hartz, Learning Consultant
Center Line Sr. High

CHIPPEWA VALLEY SCHOOLS

*Donald Van Every (Dr.),
Assist. Super. Inst.,
Chippewa Valley Schools

Beverly Burger (Mrs.), Counselor
Chippewa Valley High

Raymond Lemay, Grade 6 Teacher
Wyandot Middle School

Kenneth Squires, Grade 3 Teacher
Ottawa Elem.

CLINTONDALE COMMUNITY SCHOOLS

*Jerry Cohen, Voc. Ed. Dir.
Clintondale Community Schools

Shelia Apisa (Mrs.), Teacher
Joseph Santilli Elem.

James Govostes, Principal
Nicke Elem.

Ellen Pettibone
Clintondale Sr. High

Donald Zybura, Teacher
Clintondale Intermediate

---

*District Coordinator
#District Alternate Coordinator

EAST DETROIT SCHOOL DISTRICT

*Ruth L. Turunen,
Assist. Super. Inst. & Pers.
East Detroit School District

#Al Clark, Voc. Ed. Dir.
East Detroit School District

Ronald Haas, Math Teacher
East Detroit High

Ned Lutz, Science Teacher
Grand Jr. High

Walter McDonald,
Soc. Studies Dept. Chmn.
Oakwood Jr. High

June McWatt, Librarian
Kelly Jr. High

David O'Leary, Principal
Kellwood Elem.

Maureen Otterson, Reading Clin.
Kern & Roxana Park Elem.

Cathleen Potter, Teacher
Woodland Elem.

Clay Thomas, Assist. Principal
Kelly Jr. High

FITZGERALD PUBLIC SCHOOLS

*William Gayde, Voc. Ed. Dir.
Fitzgerald Public Schools

Pauline Florence, Counselor
Chatterton Jr. High

Ralph McFadden
Chatterton Jr. High

Bernard Gucwa,
Counselor & C.E. Coord.
Fitzgerald Sr. High

FRASER PUBLIC SCHOOLS

*Raymond Brunzell, Assist. Prin.
Fraser High

Rex Balch, Principal
Ralph Waldo Emerson Elem.

Jane Clary (Miss), Gr. 1 Teacher
Dwight D. Eisenhower Elem.

Ronald LaPorte, Math Teacher
Fraser High

Gene Cooper
John F. Kennedy Jr. High

Ronald Stanaway, Gr. 6 Teacher
Mark Twain Elem.

Robert Weitz, Counselor
Howard C. Richards Jr. High

LAKE SHORE PUBLIC SCHOOLS

*Shirley Amato (Mrs.),
Spec. Voc. Nds. Coord.
Lake Shore Sr. High

#Robert Churley, Voc. Ed. Dir.
Lake Shore Sr. High

William Hershiser,
Inst. Media Specialist
Lake Shore Public Schools

Larry Lipton, Teacher
James Rodgers Jr. High

August Querio, Counselor
Elmira Elem.

Howard Robinson, Assist. Super.
Lake Shore Public Schools

Elsie Steven (Mrs.), Teacher
Adrian Lingemann Elem.

LAKEVIEW PUBLIC SCHOOLS

*Robert Churley, Voc. Ed. Dir.
Lake Shore Sr. High

David Hoffmeyer, Prin.
Beechwood Elem.

Marilyn Joumas, Teacher
Beechwood Elem.

Fred Pepper, Counselor
Lakeview Sr. High

Suzanne Peterson, Teacher
Chippewa Jr. High

Thomas Quarnstrom,
Assist. Inst. & Pers.
Lakeview Public Schools

Doug Reid, Counselor
Lakeview Sr. High

Dorris Sesler, Counselor
Beechwood Elem.

L'ANSE CREUSE PUBLIC SCHOOLS

*Frank B. Boeger, C.E. Dir.
Mt. Clemens Comm. Sch. Dist.

Stewart Baber, Teacher
L'Anse Creuse Middle Sch.-Central

#Roy B. Cloud (Dr.), Curriculum Dir.
L'Anse Creuse Public Schools

Lou Ann Fanning, Teacher
Herman Klix Elem.

Kay Gill, Counselor
L'Anse Creuse Middle Sch.-Central

Margaret Kamon, Counselor
L'Anse Creuse Middle Sch.-North

Betty LaPlante, Counselor
L'Anse Creuse High

L'ANSE CREUSE PUBLIC SCH. (Cont.)

Richard McAtee, Intern
Macomb Intermediate Sch. Dist.

Mary Tarle, Teacher
Green Elem.

MT. CLEMENS COMM. SCH. DISTRICT

*Frank B. Boeger, C.E. Dir.
Mt. Clemens Comm. Sch. Dist.

#Donald Dragoo, Principal
George Washington School

Delanie Goodwin, Teacher
Mt. Clemens High

Steven James, Teacher
Martin Luther King Elem.

Beverly Mills, Counselor
Christian Clemens Elem.

NEW HAVEN COMMUNITY SCHOOLS

*Edward L. West, Voc. Ed. Dir.
North Elem.
Romeo Comm. Schools

Peter A. Facione, Counselor
New Haven Comm. Schools

Joseph Hatfield, Curriculum Coord.
New Haven Middle School

Sue Pompian (Mrs.), Counselor
Frank Lemon Elem.

RICHMOND COMMUNITY SCHOOLS

*Edward L. West, Voc. Ed. Dir.
North Elem., Romeo Comm. Sch.

David Borth, Principal
Richmond Middle School

RICHMOND COMMUNITY SCHOOLS (Cont.)

Duane Dunklee, Principal
Will L. Lee Elem.

Jane Quenneville (Mrs.), Counselor
Richmond High

ROMEO COMMUNITY SCHOOLS

*Edward L. West, Voc. Ed. Dir.
North Elem.

James Brady, Counselor
Powell Jr. High

James Compton, Teacher
Indian Hills Elem.

Sue Carrard (Mrs.), Counselor
Romeo Sr. High

Louis Giannunzio, Curriculum Dir.
Romeo Community Schools

ROSEVILLE COMMUNITY SCHOOLS

*John Krudy, Voc. Ed. Dir.
Roseville Community Schools

L. J. Beardslee, Teacher
Roseville High

Kaye Clark (Miss), Teacher
Alumni Elem.

Judy Geurin (Mrs.), Teacher
Roseville High

Ernie Ramella, Teacher
Edgewood Elem.

Gem Ramella (Mrs.), Teacher
Dort Elem.

ROSEVILLE COMMUNITY SCH. (Cont.)

Helen Turner (Mrs.), Counselor
Eastland Jr. High

Harry Uhlianuk, Principal
Greater Gratiot Elem.

SOUTH LAKE SCHOOLS

*Carl A. Zenisek, Voc. Ed. Dir.
South Lake Sr. High

Ruth Couck (Mrs.), Teacher
Avalon Elem.

Robert Hallock, Principal
Maxine Middle School

Antonia Whitaker (Mrs.), Teacher
Elmwood Middle School

James Whitbread, Counselor
South Lake Sr. High

UTICA COMMUNITY SCHOOLS

#Earl Phillips, Voc. Ed. Dir.
Utica Comm. Schools
Curriculum Center

*Billie Dugan, Curriculum Coord.
Utica Comm. Schools
Curiculum Center

Robert Ames, Assoc. Principal
Henry Ford II High

David DeView, Principal
Edward DeKeyser Elem.

Jack Francis, Principal
Utica Community High

UTICA COMMUNITY SCHOOLS (Cont.)

Bob Gild, Enrichment Ed.
Utica Comm. Schools

Martin Kasiska, Principal
H. H. Wiley Elem.

Rex Matzinger, Counselor
Utica Comm. High

Chuck Paine, A.V. Coord.
D.S.R. Center, Utica Comm. Sch.

Lynn Robinson, Principal
Oakbrook Elem.

Frank Vel, Principal
Eppler Jr. High

Richard Kazarian
Shelby Jr. High

George Dimitruck
District Resource Center

VAN DYKE PUBLIC SCHOOLS

*Glenn Hagen, Assist. Supt. of Inst.
Van Dyke Public Schools

#Gordon Oass, Voc. Ed. Dir.
Lincoln Sr. High

Wanda Carter, Counselor
Wolcott Jr. High

Donna Crawford, Primary II Teacher
John Kennedy Elem.

Florence Crawford, Spec. Ed. Consultant
Lincoln Elem.

Jerry Kowalewski, Reading Consultant
Elizabeth Little Elem.

Lillian Marley, Counselor
Lincoln Jr. High

WARREN WOODS PUBLIC SCHOOLS

*J. D. Vlaz, Voc. Ed. Dir.
Warren Woods Public Schools

Annetta Badgerow (Miss)
Warren Woods High

Antoinette Burke (Mrs.),
Teaching Principal
Alwood Elem.

Fred Cardinali, Principal
Hawthorn Jr. High

Mary Lynn Cripps (Mrs.),Teacher
Briarwood Elem.

Shirley Hicks (Mrs.), Counselor
Briarwood Elem.

Martin Ceremuga, Counselor
Hickory Jr. High

APPENDIX F

COMMUNICATIONS AND REPORTING TASK FORCE REPORTS

COMMUNICATION AND REPORTING TASK FORCE[1]

ARMADA

Dorman Gothup

CENTER LINE

Al Buechel

CHIPPEWA VALLEY

Ken Squiers

CLINTONDALE

Don Zybura

EAST DETROIT

Maureen Otterson

LAKE SHORE

* Bob Churley

LAKEVIEW

* Bob Churley
Marilyn Joumas

MT. CLEMENS

Donald Dragoo

NEW HAVEN

Joe Hatfield

RICHMOND

Dave Borth

ROSEVILLE

Ernie Ramella

SOUTH LAKE

James Whitbread

UTICA

Billie Dugan
Charles Paine

VAN DYKE

Florence Crawford

WARREN WOODS

Martin Ceremuga

* Chairman

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[1] John J. O'Brien, of the Macomb Intermediate School District, served as Consultant.

M.I.C.E.
STATUS OF CAREER EDUCATION ACTIVITIES IN YOUR DISTRICT

School District ____

Team Leader ______________________________ Telephone No. ____________

Team Leader Alternate ______________________________ Telephone No. ____________

1. Are you now, or have you, conducted career education assessment?

____ Yes ____ No

Instrument(s) used: ____

If yes, which of the following groups participated in such assessment?

____ Student

____ Teacher

____ Community

____ Other

Explain the instrument used ____

____

____

2. Have you developed written goals for career education? If yes, indicate level below.

____ District

____ Building

____ Grade Level(s)

____ Subject Area(s)

3. Describe any career education materials used in your district:

Commercial ____

____

Teacher Made ____

____

Industry/Community Made Resource ____

____

4. Does your district utilize computer terminals in career education?

_____ Yes _____ No

a. How? ______________________________

b. Program? ______________________________

c. Grade Levels? ______________________________

5. Has your district implemented a formal career education program?

_____ Yes _____ No

a. Is a career education course offered at any grade level in your district?

_____ Yes _____ No

What levels? ______________________________

b. Does your district infuse career education into its regular educational program?

_____ Yes _____ No

Grade Levels ______________________________

Subjects ______________________________

c. Do you have personnel specifically employed to work on career education?

_____ Yes _____ No

Who ______________________________

d. Have you done any career education in-service for professional staff?

_____ Yes _____ No

For who? ______________________________

By who? ______________________________

M.I.C.E.
INTEREST FEEDBACK FORM
FOR REPORTING COMMITTEE TASK FORCE

School District ____________________

1. What is your major interest or concern that you would like to see covered at the Resource Fair?

2. What is your second priority?

3. What district program would you like to hear more about? (List specific areas.)

4. Which specific "task force," if any, would you like to hear more from?

M.I.C.E.

REPORTING TASK FORCE REPORT
For Meeting Of
March 19, 1975

PRESENT:
Bob Churley, Lake Shore and Lakeview (Chairman)
Marilyn Joumas, Lakeview (Co-chairman)
Dorman Gothup, Armada
Ken Squiers, Chippewa Valley
Maureen Otterson, East Detroit
James Whitbread, South Lake Schools
Florence Crawford, Van Dyke

DISTRICTS NOT REPRESENTED:
Anchor Bay
Center Line
Clintondale
Fitzgerald
Fraser
L'Anse Creuse
Mount Clemens
New Haven
Richmond
Romeo
Roseville
Utica
Warren Woods

(Don Zybura, Clintondale, telephoned to say that his substitute had not shown up; consequently he would be unable to be present.)

Bob Churley advised the group that Marilyn Joumas had agreed to act as Co-chairman of the task force.

Judy Krueger, Carol Turner's Secretary, was present in Carol's absence.

The purpose for the meeting was to plan the Resource Fair for April 15, 1975. It was proposed that each LEA have a table at the Fair. A letter to the LEA's explaining the procedure for the Fair was drafted and a copy is attached to this Report.

It was agreed to request that Dick Palmer from MISD Media Center, and a representative from MISD Audio Visual present and maintain a booth or table. It was suggested that Media also display any materials they have that pertain to what other states have done or are doing in career education.

Judy Krueger said she would contact the appropriate media personnel relative to the request.

Due to concern that each district obtain only one copy of various districts' materials, Judy agreed to prepare signs and/or check-off sheets. A list containing the name of each LEA coordinator or alternate will be given to each district to keep at its table. As materials are picked up by the various districts, names will be checked off.

Commercial companies will be contacted by Carol's office to maintain tables. It was felt that even though districts may not be in a position to purchase materials, ideas could be obtained from them.

Discussion was held on the possibility of having a simulated board presentation at the April 15 workshop after the Resource Fair. It was felt that Billie Dugan might be willing to assume such a role. It was decided to have Carol discuss this with Billie. The best time for such a presentation to begin would be 2:30; team members could attend the session if they so desired.

It was the concensus of the group to ask John O'Brien if he would be willing to maintain a booth presenting VIEW, MESC Job Bank with two microfiche readers.

Also, it was decided to ask if Tom Hartsig would prepare a booth with the GIS program and have available a computer terminal. It was suggested that he have a sample run-off of the type of information students receive, demonstrate the operation of the program and explain costs, etc.

Discussion was held regarding having Joyce Frank, Haslett School District, as a presentor because of her extensive career education ideas. It was agreed that this was probably not feasible. Judy Krueger advised the group that she thought Ms. Frank was presenting at the career education conference in Grand Rapids in June.

It was agreed to adjourn at 4:00 p.m.

MACOMB INTERMEDIATE SCHOOL DISTRICT
44001 Garfield Road, Mt. Clemens, Michigan 48043
(313) 465-2101

MEMORANDUM

TO: M.I.C.E. Team Members

FROM: Reporting Task Force

DATE: March 26, 1975

SUBJECT: Resource Fair April 15, 1975
Macomb Intermediate School District

The Reporting Task Force met on March 19 and has made the following plans concerning the Resource Fair of April 15, 1975.

The purpose of the Fair will be to exhibit, expose and share all of the districts' career education ideas and the goals they have been working toward. This will give each district the opportunity to see what others are doing.

We are asking that each team leader, or alternate, be responsible for bringing to the Fair 21 packets of materials for distribution to the other districts. Materials to be included for distribution, for example, should be:

1. Copies of any assessment instruments and results,
2. Copies of any goals and/or objectives developed,
3. Any infusion or guidance models you have developed, and comments on how you arrived at the culmination of the models,
4. Pictures, games, units, etc. (materials of a nature that cannot be disseminated should be labeled "Not for Distribution--For Display Only"),
5. Also, items listed by the district in the Status of Career Education Activities in Your District report.

The Assessment and Evaluation Task Force specifically requests that the following be made available at the Resource Fair:

1. Lake Shore Needs Assessment
2. U.C.L.A. Needs Assessment Overview and Instrument
3. L'Anse Creuse Needs Assessment Survey
4. Career Development Inventory (revised by M.I.C.E.)
5. Information pertaining to the Phi Delta Kappa Inventory from Chippewa Valley (with a person to explain the use).
6. Boy Scout Student Career Interest Survey (with Mr. Vincent as a resource person)
7. Chippewa Valley Needs Assessment Survey

The Center Line District is requesting that the following materials be disseminated at the Resource Fair:

1. Lakeview-Counselor Interview
2. L'Anse Creuse-Assessment (revised state model)
3. Clintondale-Student and Teacher Interest Survey
4. New Haven-Self-made Teacher Survey
5. Mt. Clemens-teacher Developed Survey

Materials will be picked up only by the team leader or alternate; these people will have the option of duplicating and disseminating these materials for their team members. It is suggested that team leaders bring the Status of Career Education Activities in your District forms which were distributed at the March 12 workshop and use these as a guideline for finding materials at the Fair.

The procedure for the Fair will be:

1. Each team will be assigned a table.

2. Each team will be responsible for maintaining their own table with personnel available to answer questions and disseminate the package to designated persons.

3. Each table or booth will receive a checklist indicating the person in each district designated to pick up materials. If your team leader or alternate will not be at the Resource Fair, please contact Carol Turner's office by Friday, April 11, 1975. We need to know the person assuming the responsibility for bringing your materials to the Fair and the person designated to pick up materials for your district.

In addition to booths by the districts, we are asking the MISD to set up booths to be maintained by:

MISD Media and Audio Visual
Guidance Information System
Vital Information for Education and Work
Michigan Employment Security Commission Job Bank
Commercial companies

We look forward to seeing you at the Resource Fair.

jk

M.I.C.E.
REPORT FROM REPORTING TASK FORCE

March 12, 1975

At the February 12, 1975 meeting, discussion was held pertaining to the purpose of this task force.

PURPOSE--To promote communications, cooperation and planning between LEA's. After discussion relative to various methods of reporting and sharing between LEA's, it was agreed that oral and written reporting, both on a formal and informal basis, would be beneficial.

It was the consensus of the group that three sub-committees be formed:

Committee "A" worked to develop a status report form. The initial step in developing the reporting system was to have each LEA team leader, with the assistance of his team, complete the "Status of Career Education Activities in Your District." The form was to be returned to CEPD for dissemination.

Committee "B" drafted an "Interest Feedback Form" to be sent to each LEA with the compilation of all Status Reports.

Where appropriate they recommended that LEA's contact each other if they were interested in additional information relative to the feedback on any district's Status Report.

Where a topic seemed to be of general interest, they suggested inclusion of materials in the Resource Fair, as planned by Committee "C." (see next paragraph).

Committee "C" recommended that each district plan to participate in a Resource Fair during the P.M. at the April 15, 1975 In-service. Each district would display and share career education materials used in their district, along with their tentative career education plan for the 1975-76 school year.

It was suggested that whenever possible copies be made available of:

1. Goals and objectives
2. Activities
3. Organizational charts and descriptions
4. Outlines of procedures and/or formats
5. Promotional ideas
6. Board of Education presentations
7. List of local resources
8. AV materials

Team members could circulate to various tables to get ideas and have an opportunity for informal exchange of information.

March 12, 1975

Included in your team leader's packet are copies of the Status Report forms which were completed and returned, and the "Interest Feedback Form." This form should be completed by your team and turned in before you leave today. The sub-committee for planning the Resource Fair will need this input.

APPENDIX G

COMPUTER USAGE TASK FORCE MATERIALS

COMPUTER USAGE TASK FORCE [1]

CENTER LINE

Roger Bree

CHIPPEWA VALLEY

Ray LeMay

CLINTONDALE

Jerry Cohen

EAST DETROIT

Clay Thomas

FITZGERALD

* Bernie Gucwa

LAKE SHORE

Bill Hersheiser

LAKEVIEW

Doug Reid

L'ANSE CREUSE

Kay Gill

MT. CLEMENS

Steve James

NEW HAVEN

* Pete Facione

ROSEVILLE

Gem Ramella

VAN DYKE

Gordon Oass

* Co-Chairmen

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[1] Tom Hartsig, of the Macomb Intermediate School District, served as Consultant.

M.I.C.E.
COMPUTERS TASK FORCE
REPORT #1

Performance Objective 1.5

Will study and determine the feasibility of computer usage in the areas of:

1. A Communications Network to District Project Teams

The computer network currently available in Macomb County consists of approximately 300 terminals accessing 228 computer ports on 4 Hewlett-Packard computer systems.

County coverage includes 100% of the high schools
50% of the junior high schools
9 elementary schools

in addition to several administrative offices in the respective school districts.

Operational time covers 7 days/week; 24 hours/day

Software (by definition, program support for the communication network) exists in the form of a set of programs known as SEEKER II, an instant two-way communications link between districts and the I.S.D. Some of the programs are still in development with the total program to be available April 1, 1975. *See attached article explaining SEEKER I.

2. Developing Problem Solving and Decision Making Skills Thru Simulations

Components of the CVIS (Computerized Vocational Information System) and ECES (Educational and Career Exploration System) programs provide for individual student experiences in this regard.

CVIS is in operation on a limited basis in Washtenaw County.

ECES is being refined in Genesee County and the Utica Community Schools as an experimental site in Michigan. Utica High School will be piloting the program beginning March 4, 1975. The Macomb Intermediate School District is investigating the feasibility of piloting the CVIS program locally.

Another program which is designed to involve problem solving and decision making skills is the CAOS program (Computer Assisted Occupational Search) which has been developed by the Pontiac School System. Their program was funded under the Michigan Vocational-Technical Education Services Project No. 7080-C.

This program used an occupational survey known as Dr. John Holland's Self-Directed Search (1970), the results of which were computerized to help students explore their interests and abilities in relationship to workers who have the same abilities and interests. Also, it provides the students with a list of jobs which they could use as a basis for further career exploration. For further information, Judy Battenschlag, Project Director for CAOS should be contacted.

Some non-computerized programs purported to address themselves to this task include:

A. Ohio Vocational Interest Survey (OVIS) in conjunction with their career exploration leaflet and guide - Harcourt, Brace, Jovanovich

B. The Career Planning Questionnaire in conjunction with the differential aptitude tests, forms S & T - Psychological Corp.

C. Strong-Campbell Interest Inventory (SCII) - National Computer Systems, Minneapolis, Minnesota.

D. The Career Planning Program (CPP) of the American College Testing Program (ACT)

E. Career Planning Program & Assessment of Career Development for use in grades 8-11 (CPP-ACD) - Houghton-Mifflin Co.

3. Career and Occupational Information Dissemination

A. GIS (Guidance Information System) Houghton-Mifflin Time Share Corporation.

Currently available thru the I.S.D. on one (32 ports) of the four Hewlett-Packard computer systems available 7 days/week 24 hours/day. Possesses 4 data banks (4 year college, 2 year college, occupational file, scholarship file).

Considerations:

Occupational information national in nature; salaries tend to be low for Macomb area.

Scholarship information is limited in its utility.

Updating of all files done by Time Share semi-annually.

Good potential for cross referencing to view program (vital information for education and work) thru the D.O.T. (Dictionary of Occupational Titles).

Yearly rental from Houghton-Mifflin for $8,000/year.

*Current usage - 8:00 am to 3:00 pm close to saturation (90-95%) Increase of GIS users in fall '75 would require additional computer support.

Strong possibility of ISD switching to another computer assisted program by '76-'77.

B. ECES (Educational and Career Exploration System)

In its present form it contains three sections: Occupations, majors (post HS, college and other training programs), and Charts which summarize and compare information about the student and his explorations. The three sections are available to the student in an interactive mode. The terminal the student uses consists of a film image display unit which presents relatively static information and questions and a typewriter which presents individualized information to the student. A fourth section, a post-high school program locator called college finder, is available without the use of a terminal.

The program is state funded--there is little or no cost.

*Must be implemented on IBM computers; cannot be accessed on the Newlett-Packard system.

Currently very few ports available for anything other than administrative support.

Program being piloted at Utica High School beginning March 4, 1975 contains problem solving, career awareness, values clarification aspects.

What is Stored in the Computer

Before you start, your school will already have stored in your student record:

1. The courses you have taken
2. The grades you received in each course
3. Your general learning test score.

When you start using ECES, you will place in your student record:

1. Your self-estimate of your interests
2. Your self-estimate of your values
3. Your self-estimate of your general learning ability.

As you explore the system, you can change your self-estimates whenever you wish, if necessary.

When you explore occupations and majors, you will place in your student record:

1. Answers you make to the questions asked when you explore an occupation
2. Answers you make to the questions asked when you explore a major.

All this information is automatically organized for you and returned to you in the form of charts, whenever you direct the computer to print the chart you want.

D. CVIS (Computerized Vocational Information System)

Similar in design, concept, application, etc. to ECES. Helps student explore occupations with feedback from the student's own records of ability, school achievement, interest, etc. Teaches decision making processes and provides scripts and experiences which allow the student to explore himself in relation to education and career. There are specific designs for use at the junior high school level, secondary level and community college level for both students, teachers and counselors. The student sits at a cathode ray tube terminal (television screen) with a keyboard in front of it. The computer sends messages to the student and the student replies by typing the # of a multiple choice response or a short free response of yes or no. A printer is nearby which will produce a hard copy of any part of the conversation the student wants to keep.

The attaching of student record information into the program is optional.

*Must be implemented on IBM computers; cannot be accessed on the Hewlett-Packard System. Currently very few ports available for anything other than administrative support. Approximately $500/ year to participate in the consortium utilizing the program.

If attempted in Macomb County it would have to be on a limited basis and as a pilot program only.

Currently operating on a limited basis in Washtenaw County.

The junior high script is divided into three distinct sections, which the student may use on different occasions. The first section contains thirty multiple choice items which assist a student in thinking about his personality characteristics, goals, values, activities, interests, ability, and school achievement. As the student responds to the 30 items, the computer stores the responses by the way in which they relate to Holland categories. The system also gives appropriate feedback messages on items which can be compared to the computer-stored student record which contains subject matter grades and test information. After completion of the self-exploration items, the student receives the message "From what you have told me about yourself, it looks as if you might be interested in the following in the order listed:

Organizational Work
Technical & Applied Science Work
Scientific Work
Social Service Work
Promotional Work
Artistic Work"

At this point, the student is signed off the computer terminal and is invited to use the LaBelle Sentinel cartridge-load unit to look at sets of visuals, co-ordinated with taped scripts which explain the kinds of people--their activities, interests, abilities, etc.--who enjoy each catetory of work. The student may look at all six sets but is encouraged to view those which were in the range of significance for him.

When the student returns to the computer terminal for the second use of the system, he is asked which sets of visuals he has looked at and is reminded that the ones indicated by him do or do not seem to be areas of significant interest based on his responses to the previous items. Then he is given the opportunity to compare his own responses to those of the "ideal" in any of the six categories. Following is an example from Scientific:

Activities: Ideal likes activities requiring analytical and original thinking. Dislikes activities requiring him to socialize with and be outgoing in personality to others.

	1	2	3	4	5	6	
Ideal						xxx	(exact number of responses by the student which indicate preference for "scientific" activities)
You				xxx			

The student may compare himself to any given work area in five successive displays--personality characteristics, activities, values, roles preferred, and abilities.

Following this comparison phase, the student is signed off the computer terminal again and invited to use the LaBelle unit to look at one or more sets of visuals, with co-ordinated tape, which describe 10 - 15 specific occupations within each of the six work areas.

When the student returns to the computer terminal for the third time, he is asked which specific occupations he liked best of those which he viewed. He then receives information about the kind of high school program he would need in order to begin to plan toward that occupation, that is, college preparatory, vocational-technical, or general. Finally, he receives some feedback about his probability for success in these respective programs in high school, based on present school success and ability and achievement as measured by recent testing.

The junior high program is at this time untested and highly experimental. The guidance design and script writing were done by Lorraine Foster, Ruth Miller (counselor at Glen Crest), and JoAnn Harris. The visuals and related tapes were produced by Don Johnson, of the Willowbrook Guidance staff, and Lorraine Foster. Programming was accomplished by Jim Boyd.

Student Use of the System at the Secondary Level

Any student who wants to use the CVIS terminals may do so by making an appointment with the CVIS secretary. The student sits at a cathode ray tube terminal which looks like a television screen with a keyboard in front of it. The computer sends messages to the student on this terminal, and the student replies by typing the number of a multiple choice reply or a short "free response" such as "yes" or "no." Close to the IBM 2260 cathode ray tube is an IBM 1053 printer which will produce a hard copy of any part of the "conversation" which the student wants to keep or type out information given by the computer. The student is first asked to type in his student number. The computer then retrieves his name and replies "Hi, John Smith, what would you like to explore today? Your wish is my command:

1. Occupations
2. Educational Opportunities (four year colleges, community colleges, specialized and technical schools)
3. Apprenticeships
4. Local jobs
5. Military information

If the student chooses number 1 and it is his first time on the system, the computer script leads him through four questions:

1. Let's begin by looking at your school learning ability as measured by tests. How do you think you compare with the students of your grade level in the nation? (Student chooses quartile 1, 2, 3, or 4 and is supported or corrected by the computer.)

2. School grades do well in predicting success in further schooling. Try to think where you fit in your whole class based on your grade average at the end of last semester. Now which quarter of the class do you think you'd be in?

   (Student chooses quartile 1, 2, 3, or 4 and is again supported or corrected by the computer.)

3. Next we should think about your plans after high school. These plans will have a very definite relationship to the kind of job you can get . . . type the number of your choice:

   1. No further training after high school
   2. Some training on the job (2 - 6 months)
   3. Trade school or apprenticeship
   4. Junior college (2 years) or technical school (6 - 18 months)
   5. Four years of college, or master's degree
   6. Advanced degrees after college (example: Ph.D. or M.D.)

Student receives one of the following messages:

The plan you have chosen seems fine.

This plan seems fine based on your ability as measured by tests. At this time your grades are not as high as your ability predicts they could be.

or

Your high school record indicates that you could successfully complete more education. Let's go ahead and look at the jobs available with this kind of training. You may want to discuss this with a counselor.

or

That's not going to be easy for you considering your grades thus far. Your choice of school will be important. You may want to discuss this with a counselor. Let's go ahead and see what kind of occupations there are with this kind of training.

D. Chippewa Valley Institutional Finder

Locally developed at Chippewa Valley High School (Andy Patzert, Counselor, 465-1343).

Michigan only; three files: 4 year college, 2 year college, vocational-Technical schools by occupational major.

Classification numbers (codes) are not universal. They created their own numbering system which does not tie into either the D.O.T. (Dictionary of Occupational Titles) or VIEW (Vital Information for Education and Work).

Simple to use, some confusion in accessing and changing files if your're accustomed to GIS procedures.

Good potential for adding the vocational-technical school file to GIS.

Reporting Team,
Bernie Gucwa, Fitzgerald
Pete Facione, New Haven
Tom Hartsig, MISD

Michigan College Information System

M.C.I.S. is the Michigan College Information System. The information used by this program includes 385 colleges offering 636 courses. It has information on four- year universities, two-year community colleges, and private vocational schools around the state.

To run the program, use the same log on message that you currently used for the GIS program and type GET -*MCIS. Then type RUN.

The program will ask for a program choice. You must then respond by typing in a 1, 2, or 3.

CHIOCES:

1 - This number enables you to obtain a copy of all the information available on a given college. After typing in "1", the program then asks for a college code number. These numbers, accompanied by the college name, can be found on the last page of the user's pamphlet.

2 - This option is used to find all the schools that offer a given course. The course number asked for can be found on the second, third,or fourth page of the supplied pamphlet.

3 - Upon entering this number, the computer responds with questions identical to those on the college selector questionnaire. For the first question, 1, 2, or 3 courses from the course information sheets may be entered. For question number 2, you simply type in your grade point average. The final four questions need the one letter answers corresponding to the answers on the questionnaire.

To exit the program, enter CNTRL'"C".

COLLEGE SELECTOR QUESTIONNAIRE

STUDENT NAME____

1. List your college curriculum code number. You are allowed to pick up to three choices. If you have no preference put in the letter 0.

   A.________________
   B.________________
   C.________________

2. Your high school grade point average is ____________________.

3. Check the box of the desired level of training you wish to pursue,

   A.________ Four year college
   B.________ Two year junior college
   C.________ Private vocational or technical school
   D.________ No preference

4. What type of community would you like to attend college at?

   A.________ Suburban
   B.________ Urban
   C.________ Rural
   D.________ Small Community
   E.________ No preference

5. Check the geographical area of Michigan you would like to attend school at:

   A.________ Upper peninsula
   B.________ Central
   C.________ Northern (lower peninsula)
   D.________ Southeastern
   E.________ Southwestern
   F.________ Out of State (private vocational schools only)
   G.________ No preference

STOP HERE if you are searching for a Junior College or Private Vocational School.

6. What size school would you prefer?

   A.________ Size is not important
   B.________ Small, 0 - 2,000
   C.________ Medium, 2,000 - 6,000
   D.________ Large, 6,000 - 12,000
   E.________ Very large, over 12,000

M.I.C.E.

COMPUTER TASK FORCE UPDATE

March 4, 1975

At the February 12, 1975 meeting Tom Hartsig explained the purpose and assignment of the task force. The purpose of the task force is to promote communications, cooperation and planning between LEA's.

The assignment being:

1. To study current practices and review the literature to determine the feasibility of computer usage in the areas of:
   - (a) a communications network to district project teams;
   - (b) developing problem solving and decision making skills through simulations;
   - (c) career and occupational information dissemination.
2. Then, prepare a report of the findings to be distributed to LEA teams for consideration.

It was agreed that Bernie Gucwa of Fitzgerald and Pete Facione from New Haven work with Tom Hartsig and assume the responsibility for preparing the written report for the task force. These people will be the "reporting team" for the task force.

It was the consensus of the group that a meeting of the entire task force be scheduled to discuss the report before the report is disseminated.

On February 14, 1975 the reporting team worked toward developing their report. They gave Carol Turner an update on their progress. A meeting was scheduled for the entire task force for March 3, 1975.

On February 16, 1975 Bernie Gucwa and Pete Facione met to finalize the report.

At the March 3, 1975 meeting members present included:

Pete Facione, New Haven
Roger Bree, Center Line
Ray LeMay, Chippewa Valley
Jerry Cohen, Clintondale
Bernie Gucwa, Fitzgerald
Bill Hersheiser, Lake Shore
Doug Reid, Lakeview
Kay Gill, L'Anse Creuse
Steve James, Mt. Clemens
Gordon Oass, Van Dyke
Clay Thomas, East Detroit

Districts not represented:

- Anchor Bay
- Armada
- Fraser
- Richmond
- Romeo
- Roseville
- South Lake
- Utica
- Warren Woods

The reporting team disseminated, explained, and answered questions about Computer Task Force Report #1, (see attached). Based on the suggestions of those present, Mr. Hartsig agreed to furnish additional information on the Chippewa Valley Institutional Finder to task force members and one counselor at each high school.

Discussion was held pertaining to the CBI Expo. It was the consensus of the group that they publicize the conference of April 17 and encourage the LEA personnel to attend.

The group accepted the Report #1 and commended the reporting team for the fine job they had done in preparing the report. It was decided that all team members receive copies of the report with a Task Force Update at the March 12 workshop. LEA's can use the information at their discretion.

It was agreed that the major purpose of the task force had been accomplished and at this time there was no need to schedule any additional meetings.

Bernie Gucwa, Pete Facione and Tom Hartsig agreed to serve as a standing committee to receive input and answer questions for LEA's. The standing committee will reconvene the task force at any time they deem appropriate.

Carol said she would like to see input from the LEA's relative to any services that need to be made available through the M.I.S.D. She stated that any input of this nature might be considered by the task force and possibly be incorporated into a final report by May 15, 1975.

The report should include an update, based on any LEA input. She felt that a report of findings and recommendations would be helpful to the M.I.S.D. in meeting the needs of LEA's.

APPENDIX H

ASSESSMENT AND EVALUATION TASK FORCE

ASSESSMENT AND EVALUATION TASK FORCE[1]

CENTER LINE

Tom Holland

CHIPPEWA VALLEY

* Ken Squiers
Bev Burger

CLINTONDALE

Jerry Cohen

EAST DETROIT

Ron Hass

LAKE SHORE

Shirley Amato

LAKEVIEW

Suzanne Peterson

L'ANSE CREUSE

Marge Kamon

MT. CLEMENS

Don Dragoo

RICHMOND

Duane Dunklee

ROSEVILLE

John Krudy
Harry Uhlianuk

SOUTH LAKE

Carl Zenisek

VAN DYKE

Glen Hagen

WARREN WOODS

Mary Lynn Cripps

* Chairman

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[1] Jim Leavell, of the Macomb Intermediate School District, served as Consultant.

M.I.C.E.

ASSESSMENT AND EVALUATION TASK FORCE

June 2, 1975

Based on B. Carol Turner's permission from Dr. Donald Super to use the Career Development Inventory on an experimental basis, the instrument was modified to meet the needs of middle school and junior high school students.

The technical data accompanying the original instrument claimed that the inventory was appropriate for students even at the fifth grade level. However, pilot testing warranted modifications. The modified instrument resulted from piloting several versions and receiving input from more than one hundred students in six different districts in Macomb County. Careful attention was given to removing sex biases from the inventory.

The instrument is presently being used by local education agencies in Macomb County for pre and post testing of students in career education courses. A statistical analysis of the instrument and county norms are being developed by Mrs. Turner and Mr. Jim Leavell. The final report has not yet been published.

The modified instrument contains seventy-three items in the seven parts. The ". . . subject is asked to report how much thinking and planning he has done in certain areas, how much time and thought he has given to making certain choices, how much information he thinks he has about his preferred occupation, and the extent to which he has actually used various sources of information."[1] The subscales are listed on the following pages along with the modified inventories, the possible range of scores for each subscale, directions for administering the instrument, survey used with students for the purpose of modifying the instrument, and a letter from Dr. Super.

The original inventory had previously been evaluated and standardized and the reliability and validity are matters of record.

A correlation analysis, using the Pearson product moment technique, was performed on the modified version of the instrument to provide a statistical basis for use in lieu of previous standardization.

The modified version of the inventory was administered to fifty-one seventh graders. The same students were given a ten-minute recess; then, the original Career Development Inventory was administered. Correlations were as follows:

Scale A	.7033
Scale B	.6007
Scale C	.5751
Vocational Maturity	.6469

On a test-retest basis, within a one week interval, the reliability with a sample of eighty-nine seventh graders was:

Scale A	.8954
Scale B	.8035
Scale C	.6708
Vocational Maturity	.8667

[1] Bert W. Westbrook and Marjorie M. Mastie, "Three Measures of Vocational Maturity: A Beginning To Know About," *Measurement and Evaluation in Guidance*, Volume 6, Number 1, April, 1973, p. 13.

CAREER DEVELOPMENT INVENTORY (Form I)*

Donald E. Super · David J. Forrest · Richard H. Lindeman
Martin J. Bohn, Jr. · Jean Pierre Jordaan · Albert S. Thompson

Teachers College, Columbia University
New York, New York
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Introduction

The questions you are about to read ask you about school, work, your future career, and some of the plans you may have made. The only right answers to the first four parts are the ones which are right for you. Later, some questions ask about career facts; others ask you to judge students' plans. Give the best answers you can.

Answers to questions like these can help teachers and counselors offer the kind of help which high school students want and need in planning and preparing for a job after graduation, for vocational and technical school training, or for going to college.

How to Answer

All your answers to the Career Development Inventory go on the answer sheet. Do not write your answers in the booklet. Use only a pencil; ask for a pencil if you do not have one.

ANSWER ALL QUESTIONS. If you are not sure about an answer, guess. There is no time limit, but work as rapidly as you can; the first answer that comes to you is often the best one.

The First Step

Fill in all the information at the top of your answer sheet.

Your Future Occupation

In your present thoughts and plans, what kind of work would you like to do when you finish all of your education and training? What kind of occupation do you plan to enter? For example, bookkeeper, machinist, lawyer, registered nurse, small store owner, waitress, engineer, shop foreman, elementary teacher, truck driver, etc.

The Next Step

Write the name of the occupation you thought about in the space provided.

QUESTIONS BEGIN ON THE NEXT PAGE.

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*As modified for use in Macomb County, Michigan by the Macomb Intermediate Career Education Task Force on Assessment and Evaluation.

I. HOW MUCH THINKING AND PLANNING HAVE YOU DONE IN THE FOLLOWING AREAS?

1. Finding out about educational and job possibilities by going to the library, sending away for information, or talking to somebody who knows about the possibilities.

   (1) I have not given any thought to this.
   (2) I have given some thought to this, but haven't made any plans yet.
   (3) I have some plans, but am still not sure of them.
   (4) I have made definite plans, but don't know how to carry them out.
   (5) I have made definite plans, and know what to do to carry them out.

2. Talking about career plans with an adult who knows something about you.

   (1) I have not given any thought to this.
   (2) I have given some thought to this, but haven't made any plans yet.
   (3) I have some plans, but am still not sure of them.
   (4) I have made definite plans, but don't know how to carry them out.
   (5) I have made definite plans, and know what to do to carry them out.

3. Taking school classes that will help you decide what line of work to go into when you leave school or college.

   (1) I have not given any thought to this.
   (2) I have given some thought to this, but haven't made any plans yet.
   (3) I have some plans, but am still not sure of them.
   (4) I have made definite plans, but don't know how to carry them out.
   (5) I have made definite plans, and know what to do to carry them out.

4. Taking school classes which will help you in college, in job training, or on the job.

   (1) I have not given any thought to this.
   (2) I have given some thought to this, but haven't made any plans yet.
   (3) I have some plans, but am still not sure of them.
   (4) I have made definite plans, but don't know how to carry them out.
   (5) I have made definite plans, and know what to do to carry them out.

HOW MUCH THINKING AND PLANNING HAVE YOU DONE IN THE FOLLOWING AREAS? (continued)

5. Taking part in school or out of school activities that will help you in college, in job training, or on the job.

    (1) I have not given any thought to this.
    (2) I have given some thought to this, but haven't made any plans yet.
    (3) I have some plans, but am still not sure of them.
    (4) I have made definite plans, but don't know how to carry them out.
    (5) I have made definite plans, and know what to do to carry them out.

6. Taking part in school or out of school activities (for example, science club, school newspaper, volunteer nurse's aide) which will help you decide what kind of work to go into when you leave school.

    (1) I have not given any thought to this.
    (2) I have given some thought to this, but haven't made any plans yet.
    (3) I have some plans, but am still not sure of them.
    (4) I have made definite plans, but don't know how to carry them out.
    (5) I have made definite plans, and know what to do to carry them out.

7. Getting a part-time or summer job which will help you decide what kind of work you might go into.

    (1) I have not given any thought to this.
    (2) I have given some thought to this, but haven't made any plans yet.
    (3) I have some plans, but am still not sure of them.
    (4) I have made definite plans, but don't know how to carry them out.
    (5) I have made definite plans, and know what to do to carry them out.

8. Getting money for college or job training.

    (1) I have not given any thought to this.
    (2) I have given some thought to this, but haven't made any plans yet.
    (3) I have some plans, but am still not sure of them.
    (4) I have made definite plans, but don't know how to carry them out.
    (5) I have made definite plans, and know what to do to carry them out.

HOW MUCH THINKING AND PLANNING HAVE YOU DONE IN THE FOLLOWING AREAS? (continued)

9. Working out problems that might make it hard for you to get the kind of training or the kind of work you would like.

(1) I have not given any thought to this.
(2) I have given some thought to this, but haven't made any plans yet.
(3) I have some plans, but am still not sure of them.
(4) I have made definite plans, but don't know how to carry them out.
(5) I have made definite plans, and know what to do to carry them out.

10. Getting the kind of training, education, or experience you will need to get the kind of work you want.

(1) I have not given any thought to this.
(2) I have given some thought to this, but haven't made any plans yet.
(3) I have some plans, but am still not sure of them.
(4) I have made definite plans, but don't know how to carry them out.
(5) I have made definite plans, and know what to do to carry them out.

11. Getting a job once you have finished your education or training.

(1) I have not given any thought to this.
(2) I have given some thought to this, but haven't made any plans yet.
(3) I have some plans, but am still not sure of them.
(4) I have made definite plans, but don't know how to carry them out.
(5) I have made definite plans, and know what to do to carry them out.

12. Doing things to make you a good worker.

(1) I have not given any thought to this.
(2) I have given some thought to this, but haven't made any plans yet.
(3) I have some plans, but am still not sure of them.
(4) I have made definite plans, but don't know how to carry them out.
(5) I have made definite plans, and know what to do to carry them out.

HOW MUCH THINKING AND PLANNING HAVE YOU DONE IN THE FOLLOWING AREAS? (continued)

13. Getting ahead (more money, promotions, etc.) in the work you choose.

(1) I have not given any thought to this.
(2) I have given some thought to this, but haven't made any plans yet.
(3) I have some plans, but am still not sure of them.
(4) I have made definite plans, but don't know how to carry them out.
(5) I have made definite plans, and know what to do to carry them out.

II. CHOOSE ONE OF THE FIVE STATEMENTS TO SHOW HOW MUCH YOU KNOW ABOUT THE JOB YOU SAID YOU WOULD LIKE TO HAVE WHEN YOU FINISH YOUR EDUCATION AND TRAINING.

14. What people really do on the job.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

15. Special duties of that occupation.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

16. Different places where people might work in that job.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

17. The abilities needed for the occupation.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

CONTINUE TO CHOOSE ONE OF THE FIVE STATEMENTS TO SHOW HOW MUCH YOU KNOW ABOUT THE JOB YOU SAID YOU WOULD LIKE TO HAVE WHEN YOU FINISH YOUR EDUCATION AND TRAINING.

18. The working conditions around that job.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

19. The education or training needed to get the job.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

20. The classes offered in school that are best for that job.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

21. The need for people on that job in the future.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

22. Different ways of getting into that occupation.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

23. The starting pay for that occupation.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

CONTINUE TO CHOOSE ONE OF THE FIVE STATEMENTS TO SHOW HOW MUCH YOU KNOW ABOUT THE JOB YOU SAID YOU WOULD LIKE TO HAVE WHEN YOU FINISH YOUR EDUCATION AND TRAINING.

24. The chances for advancing in the occupation.

(1) I know hardly anything.
(2) I know a little.
(3) I know an average amount.
(4) I know a good deal.
(5) I know a great deal.

III. USE ONE OF THE FIVE CHOICES TO SHOW WHERE YOU WOULD GO FOR INFORMATION OR HELP IN MAKING YOUR JOB OR COLLEGE PLANS.

25. Brothers, sisters, or other relatives.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

26. Friends.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

27. Coaches.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

28. Teachers.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

CONTINUE CHOOSING ONE OF THE FIVE STATEMENTS TO SHOW WHERE YOU WOULD GO FOR INFORMATION OR HELP IN MAKING YOUR JOB OR COLLEGE PLANS.

29. School counselors.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

30. Private counselors, outside of school.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

31. Books with the information you need.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

32. Audio or visual aids like tape recordings, movies, or computers.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

33. College catalogs.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

34. People in the occupation or at the college you are considering.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

CONTINUE CHOOSING ONE OF THE FIVE STATEMENTS TO SHOW WHERE YOU WOULD GO FOR INFORMATION OR HELP IN MAKING YOUR JOB OR COLLEGE PLANS.

35. TV shows, movies, or magazines.

(1) definitely not
(2) probably not
(3) not sure
(4) probably
(5) definitely

IV. THIS TIME SHOW WHICH SOURCES LISTED BELOW HAVE ALREADY GIVEN YOU HELPFUL INFORMATION IN MAKING YOUR JOB OR COLLEGE PLANS.

36. Brothers, sisters, or other relatives.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

37. Friends.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

38. Coaches.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

39. Teachers.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

CONTINUE TO CHOOSE ONE OF THE FIVE STATEMENTS TO SHOW WHICH SOURCES LISTED BELOW HAVE ALREADY GIVEN YOU HELPFUL INFORMATION IN MAKING YOUR JOB OR COLLEGE PLANS.

40. School counselors.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

41. Private counselors, outside of school.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

42. Books with the information you needed.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

43. Audio or visual aids like tape recordings, movies or computers.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

44. College catalogs.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

45. People in the occupation or at the college you are considering.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

CONTINUE TO CHOOSE ONE OF THE FIVE STATEMENTS TO SHOW WHICH SOURCES LISTED BELOW HAVE ALREADY GIVEN YOU HELPFUL INFORMATION IN MAKING YOUR JOB OR COLLEGE PLANS.

46. TV shows, movies, or magazines.

(1) no useful information
(2) very little useful information
(3) some useful information
(4) a good deal of useful information
(5) a great deal of useful information

V. SELECT THE BEST ANSWER TO THE FOLLOWING QUESTIONS:

47. Which one of the following is the best source of information about job duties and opportunities?

(1) The Encyclopedia Britannica
(2) World Almanac
(3) Scholastic Magazine
(4) The Occupational Index
(5) The Occupational Outlook Handbook

48. Which one of the following pairs of occupations involves the same level of training and responsibility?

(1) Tailor, Sales Clerk
(2) Engineer, Banker
(3) Tailor, Engineer
(4) Banker, Sales Clerk

49. The occupational fields expected to grow most rapidly during the next ten years are:

(1) Professional and service.
(2) Sales and crafts.
(3) Crafts and clerical.
(4) Labor and sales.

50. Between 1910 and 1970, the industry employing the greatest number of workers changed from:

(1) Agriculture to wholesale and retail trade.
(2) Manufacturing to agriculture.
(3) Wholesale and retail trade to manufacturing.
(4) Agriculture to manufacturing.

CONTINUE TO SELECT THE BEST ANSWER TO THE FOLLOWING QUESTIONS:

51. In the 9th and 10th grades, plans about jobs and occupations should:

(1) be clear.
(2) not rule out any possibilities.
(3) keep open the best possibilities.
(4) not be something to think about.

52. Decisions about school classes can have an effect on:

(1) the kind of diploma one gets.
(2) the kind of training or education one can get after high school.
(3) later occupational choices.
(4) how much one likes school.
(5) all of these.

53. Decisions about jobs should include:

(1) strengths, or what one is good at learning and doing.
(2) what one likes to do.
(3) the kind of person one is.
(4) the chances for getting ahead in that kind of job.
(5) all of these.

54. One of the things that great artists, musicians, and professional athletes have in common is the desire to:

(1) make money.
(2) have large audiences.
(3) be the best there is at what they do.
(4) teach others to do what they do.

55. A student might like to become a computer programmer, but knows little about computer programming. The student is going to the library to find out more about it. The most important thing for the student to look for is:

(1) what the work is, what one would do in it.
(2) what the pay is.
(3) what the hours of work are.
(4) where one can get the right training.

CONTINUE TO SELECT THE BEST ANSWER TO THE FOLLOWING QUESTIONS:

56. Another student likes science and likes to do schoolwork alone. When beginning to think about a future occupation, this student should consider:

(1) Nurse.
(2) Accountant.
(3) Medical Laboratory Technician.
(4) Elementary School Teacher.

57. A student took some tests which show promise at clerical work. The student says, "I just can't see myself sitting behind a desk for the rest of my life. I'm the kind of person who likes variety. I think being a traveling salesman would suit me fine." This student should:

(1) disregard the tests and do what he or she wants to do.
(2) do what the tests say since they know best.
(3) look for a job which will use the clerical abilities but not keep him or her pinned to a desk.
(4) ask to be tested with another test since the results of the first one are probably wrong.

58. Another student is very good with skilled handwork, mechanics, and art she/he likes all of these things. The student's best grades are in math; what should this person do?

(1) look for a job that will use as many of these interests and abilities as possible.
(2) pick a job that uses math since there is a better future in that than in art or in working with one's hands.
(3) decide which of these activities one is best at, or likes the most, and then pick a job that uses that kind of activity.
(4) put off deciding about the future and wait until interest in some of these activities declines.

CONTINUE TO SELECT THE BEST ANSWER TO THE FOLLOWING QUESTIONS:

59 One student gets good science grades but does not like this subject. The subject liked best is art, even though grades in art are only average. This student is more likely to do well in a future job if he or she:

(1) forgets about interest in art since he or she is so much better in science.
(2) doesn't worry about grades in art, because if you like something you can become good at it.
(3) looks for an occupation which uses both art and science, but more science than art.
(4) looks for an occupation which involves both science and art, but more art than science.

60. This student does not care what kind of work is available once leaving school, as long as it is working with people. If that is all this student cares about, he or she is likely to make a bad choice because:

(1) this kind of work usually requires a college degree.
(2) employers usually hire boys/girls for such work.
(3) people lock down on men/women who work with people because such work is usually done by the other sex.
(4) occupations in which one works with people can be very different from each other in the abilities and interest which are needed.

VI. OCCUPATIONS ARE DIFFERENT IN THE AMOUNT OF EDUCATION REQUIRED FOR EMPLOYMENT. MATCH THE OCCUPATION IN COLUMN A WITH THE AMOUNT OF EDUCATION USUALLY REQUIRED (COLUMN B). MARK THE NUMBER OF THE CORRECT ANSWER FROM COLUMN B ON YOUR ANSWER SHEET.

COLUMN A
Occupation

61. Typist
62. Dental Technician
63. Family Doctor (physician)
64. Mail Carrier
65. Plumber
66. Computer Operator
67. Bank Clerk
68. Social Worker

COLUMN B
Education

(1) High School Graduation
(2) Apprenticeship Training
(3) Technical School or Community College (2 year)
(4) College Degree (4 year)
(5) Professional Degree Beyond College

VII. MANY OCCUPATIONS USE SPECIAL TOOLS. BELOW IS A LIST OF SPECIAL TOOLS OR EQUIPMENT AND A LIST OF OCCUPATIONS. MATCH THE OCCUPATION IN COLUMN A WITH ITS EQUIPMENT (COLUMN B).

COLUMN A Occupation	COLUMN B Equipment
69. Electrician	(1) Pattern
70. Bookkeeper	(2) Ammeter
71. Bricklayer	(3) Microscope
72. Dressmaker	(4) Trowel
73. Medical Technician	(5) Ledger

DIRECTIONS FOR ADMINISTERING INSTRUMENT

The instructions on the instrument are self-explanatory. There are several things the person administering the instrument can do, however, to ensure that students finish within the school period.

If there is time before class, check to ensure that all booklets are complete and that there are enough number two pencils, booklets, and answer sheets for everyone. Pass them out in advance.

Go through the instructions thoroughly yet quickly with the students. Make sure the student fills in his/her name and the necessary information on the answer sheet.

In indicating occupational preferences, it may be helpful to the students to add, "When you think of how you might earn your living when you finish school or college, what occupation do you find yourself considering most seriously?"

Have the students open their booklets to Part I; read the directions, the first question and the five answer choices. Make sure all students understand how to answer the questions. Then go on to Part II and do the same thing. Continue until you have introduced the seven parts of the test.

If the students understand and there are no questions, ask them to turn back to page one and begin answering the questions.

It is very important that all students finish. Try to include all students in the administration.

Point out that the answer sheet is numbered down the page, that the spaces must be filled in completely and that all items must be answered (even if the student is not sure). The instrument has been simplified for easier answering. If questions arise, however, use your own interpretation as to the correct way to answer items.

After thirty minutes you may want to announce the amount of time remaining. When the students are finished, have them place their answer sheet on top of the test booklet.

CAREER DEVELOPMENT INVENTORY (MEASURES AND SCORING)

SCALE A--PLANNING ORIENTATION TOWARD EXPLORING OCCUPATIONS--

Represents the degree of the student's awareness of and inclination toward informed planning and choice with regard to exploring occupations. Includes measures of: awareness of the importance and general nature of work, concern for choice, specificity of planning, and self-estimated amount of occupational information. (Questions 1-24 Scored from 1-5 with a possible range of 24 to 120.)

SCALE B--KNOWLEDGE AND USE OF RESOURCES FOR CAREER EXPLORATION--

Measures the quality of the actually used and potentially usable resources for career (educational and vocational) exploration. Assesses readiness to learn in some depth about constellations or families of occupations. (Questions 25-50 Items have weighted values from 1-5 and in addition are scored from 1-5; the possible range is from 70-354.)

SCALE C--KNOWLEDGE OF EDUCATIONAL AND OCCUPATIONAL INFORMATION AND DECISION MAKING ABILITY--

Samples the amount of educational and occupational information the student has acquired, together with his mastery of the use of information for sound decisions. (Questions 51-73 Items receive a score of 0-1, with a range of 0-23.)

VOCATIONAL MATURITY measured by total over-all score.

The following questions refer to the questions you just answered--1-73.

1. Did you find any of these questions too difficult? _____ Yes _____ No

   a. If so, which ones? ______________________________

   b. What did you find to be difficult about those questions?

Question Number	Problem
_____	______________________________
_____	______________________________
_____	______________________________

2. Did any of the words in any questions confuse you? _____ yes _____ no

   a. If so, which questions? ______________________________

Question Number	Word(s)
_____	______________________________
_____	______________________________
_____	______________________________

3. Did any of those questions seem too old or too young for your grade? _________

   If yes, too old_____, too young_____.

   If your answer is yes, please list the numbers of those questions.

   ____

How did you feel about answering the 73 questions on the survey?

Can you suggest a better way to present these questions to students in your grade?

What other comments do you have that might help us improve this survey?

Your cooperation in completing this survey is greatly appreciated.

TEACHERS COLLEGE COLUMBIA UNIVERSITY
NEW YORK, NEW YORK 10027

DEPARTMENT OF PSYCHOLOGY
PROGRAM IN COUNSELING AND PERSONNEL PSYCHOLOGY

April 23, 1975

Ms. B. Carol Turner, Consultant
Educational Services Division
MaComb Intermediate School District
44001 Garfield Road
Mt. Clemens, Michigan 48043

Dear Ms. Turner:

This is to thank you for your letter of March 13, and your work on the modification of the CDI to make it more administrable. I am glad that you like it better than others despite its difficulties, and, as a matter of fact, the problems of the matching items are ones that we had been working on. This work is now in the first stage of completion, and I am sending you a xerox copy of a form which takes advantage of the simplification which you proposed in the directions, simplifications which we had intended people to make depending on the type of answer sheet they used, and which also embodies some of your other changes. In addition you will see that we have made significant changes in the matching items, keeping the same type of thing but modifying the format. We are soon going to field test this, so we have no data yet on this form. I shall be very much interested in seeing the statistical analysis of your modifications, and when we have data on ours we will naturally let people know whether it seems better to use it than the original.

Sincerely yours,

Donald E Super

Donald E. Super, Ph.D.
Professor of Psychology
and Education

DES:lke

Enclosure

STUDENT NEEDS SURVEY

We would like your assistance in an important project to help improve our school's guidance and counseling program. As a first step in our project we are asking students, parents and staff to complete the questionnaire below. This questionnaire is aimed at finding out what you see as being needed in our guidance and counseling program. One of the primary aspects of a good guidance program is that it responds to the needs of young people. When we know these needs, we will, insofar as possible, make every attempt to meet these needs through our guidance program. Your assistance is important to the success of this project. Thank you.

Check one Male _____ Female _____ Circle your grade 9 10 11 12

Show how important each need is to you by checking the column which shows how you feel.

AS A STUDENT I NEED HELP IN:	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NO OPINION
1. Learning more about student activities.					
2. Finding out about further training or education.					
3. Learning about financing further training or education.					
4. Knowing more about my high school records and graduation requirements.					
5. Getting information on health.					
6. Understanding my abilities and aptitudes.					
7. Learning how to get a job.					
8. Filling out job or college applications.					
9. Finding out about a career.					
10. Finding a part-time job while in school.					
11. Finding a job after graduation.					
12. Choosing a vocational school or college to attend after high school.					
13. Choosing a career.					
14. Choosing high school courses.					
15. Making decisions.					
16. Understanding my interests.					
17. Getting along with other people.					
18. Understanding myself as a person.					
19. Getting along with the opposite sex.					
20. Dealing with personal problems.					
21. Making friends.					
22. Developing confidence.					
23. Getting along with my family.					
24. Getting along with my teachers.					
25. Feeling a part of my school.					

M.I.C.E.

ASSESSMENT AND EVALUATION TASK FORCE REPORT

March 18, 1975

PRESENT: Duane Dunklee, Richmond
Tom Holland, Center Line
Ken Squiers, Chippewa Valley
Jerry Cohen, Clintondale
Shirley Amato, Lake Shore
Sue Peterson, Lakeview
Don Dragoo, Mt. Clemens
Ron Haas, East Detroit
John Krudy, Roseville
Harry Uhlianuk, Roseville
Glen Hagen, Van Dyke
Mary Lynn Cripps, Warren Woods
Cathleen Potter, East Detroit
Carol Turner, M.I.S.D.

DISTRICTS
NOT REPRESENTED: Anchor Bay
Armada
Fitzgerald
Fraser
L'Anse Creuse
New Haven
Romeo
South Lake
Utica

The assessment and Evaluation Task Force met March 18, 1975.

Each LEA member received one copy of Astor Simpson's needs assessment package.

The input to our task force from last March 12 meeting requested material and information concerning the needs assessment survey and a pre-post test. It was the feeling of the task force that the following materials be on hand at the Resource Fair, April 15:

1. the Lake Shore Needs Assessment
2. The U.C.L.A. Needs Assessment overview and instrument
3. the L'Anse Creuse Needs Assessment survey
4. the Career Development Inventory (revised by MICE)
5. the Phi Delta Kappa Inventory from Chippewa Valley
6. the Boy Scout Student Career Interest Survey
7. Chippewa Valley Needs Assessment Survey

The possibility of using a pre-post test or survey was discussed. Some members felt a pre-post survey must be done to evaluate a career education program. Shirley Amato (LakeShore) felt it was necessary and that a control group be used. Jerry Cohen (Clintondale) stated a pre-post survey was not necessary, that if the teacher's classroom objectives were met, this is all that is needed. Glen Hagen (Van Dyke) suggested that if such a tool be used, it should be revised yearly to meet new needs as experiences and changes take place. If a needs assessment is used. format, language, etc. must meet the need of the population to be surveyed. It was felt a staff survey would be different from a student survey, for example. It was agreed however, that the local school district decide whether to use such a tool.

Glen Hagen (Van Dyke) is combining a needs assessment and implementation survey in his own school by using the Michigan Goals and Performance Indicators. By looking at each indicator (1.1 through 16.2) one can tell whether or not that particular goal or performance is being implemented in the cirriculum.

The issue of a needs assessment survey was discussed in detail. Most members felt a needs assessment was necessary, but when and how differed. Some members felt it should be done prior to Board approval so as the Board understands what it is approving. Others felt the responsibility should be with the Board to authorize such a survey. Duane Dunklee (Richmond) brought up the idea that bias from any such survey would be encounted, since most surveys will be using a specific population - ex. white, middle class parents with school children. Also, a parents survey should be used with much thought as to format, language and especially information asked. Duane suggested doing a needs assessment survey to gather needs and goals, then go back to the community with these and ask for reaction/approval or not.

Shirley Amato (Lake Shore) suggested using the Michigan Model, then altering the model to suit a particular school district's needs.

Suzanne Peterson (Lakeview) asked that more information be made available at the Resource Fair about W.S.U.'s Career Ed courses, such as length of course, cost, locations, and number of people needed to open such classes.

The task force suggested these guidelines if you are planning to have Jim Leavell assist you with your needs assessment survey:

1. keep all questions in the same format
2. give careful thought to'What do I want to know'
3. use re-check questions
4. use checkbox for "male or female"
5. make all questions relevant since they are limited in number
6. language must fit those to be surveyed
7. who will translate results?

Carol Turner has available the Career Development Inventory: Form 1 Revised by MICE on a loan basis for any who wish to use the test booklets. It is applicable from 12th grade down to possibly 6th. It is consistent with the Michigan Model.

Although we as a task force do not plan on meeting again, we have decided to remain on "stand-by" notice. If anyone has questions or a problem that we can help with, please feel free to contact any task force member.

M.I.C.E.

REPORT FROM
ASSESSMENT AND EVALUATION TASK FORCE
March 5, 1975

At the February 12, 1975 meeting, discussion was held pertaining to possibilities for needs assessment and evaluation at the local level. The Career Development Inventory and the Michigan Department of Education needs assessment package were disseminated. Discussion ensued regarding the possibilities for revising the Career Development Inventory in order to utilize it at the sixth grade level. Carol asked for input for revisions. She assumed the responsibility for incorporating the suggestions into a revised version of the instrument.

A lengthy discussion was held pertaining to services available to the LEA's through the M.I.S.D. It was agreed that we needed to have an evaluation specialist meet with the group in order to serve as a consultant. Carol said she would talk to Jim Leavell to see if he could come to a meeting and discuss possibilities. She further stated that she would confer with Astor Simpson from Ingham Intermediate to see if he is available to serve as a consultant (since he is serving as the third party evaluator on the M.I.C.E. Project) for the task force.

The group scheduled a meeting for February 26, 1957 beginning at 8:45 a.m. at the M.I.S.D.

Members present at the February 26, 1975 meeting:

- Duane Dunklee, Richmond
- Tom Holland, Center Line
- Ken Squires, Chippewa Valley
- Beverly Burger, Chippewa Valley
- Jerry Cohen, Clintondale
- Shirley Amato, Lake Shore
- Suzanne Peterson, Lakeview
- Ron Haas, East Detroit
- John Krudy, Roseville
- Harry Uhlianuk, Roseville
- Carl Zenisek, South Lake
- Glen Hagen, Van Dyke
- Mary Lynn Cripps, Warren Woods

Districts not represented:

- Anchor Bay
- Armada
- Fitzgerald
- Fraser
- L'Anse Creuse
- Mt. Clemens
- New Haven
- Romeo
- Utica

Others present at the meeting:

Jim Leavell, Consultant Adult Education Research,
Federal Projects & State Assessment
Astor Simpson, Evaluator, Ingham County Intermediate School District,
2630 W. Howell, Mason, Michigan 48854, 517-676-1051, Ext. 300

Ken Squires was nominated and accepted the chairmanship for the task force.

Discussion was held pertaining to the goals and objectives of the task force. It was agreed that there was a definite need to have the task force come up with resources, suggestions, and recommendations to be disseminated to LEA team members. It was the consensus of the group that LEA team members utilize the information based on their particular school district's needs.

Shirley Amato initiated a discussion relative to her district's view of doing a needs assessment, with special reference to the Michigan Department of Education's needs assessment materials.

Astor Simpson stated that he felt the first step (before any program planning can take place) is a needs assessment, which is designed at the local level. Astor briefly discussed the following steps in doing such an assessment:

1. Identify what you want to know in the needs assessment.

2. State the local goals.

3. Prioritize those goals.

4. Define who is to be surveyed (people from labor, industry, education--parents--students).

5. Determine how you are going to do the needs assessment; state various techniques to be utilized--a written survey (the language used should be considered--who will draft the instrument--will it be mailed--sent home with students--distributed at parent-teacher conferences); telephone survey (who will do it and who will be asked to respond?); interviews--door-to-door or other ways; do you want in-put from school/community liason?

6. Decide when the needs assessment will be done (before or after the plan is adopted by the Board).

Tom Holland asked about the possibility of utilizing the Career Development Inventory and having it scored at the Macomb Intermediate School District. Members from several districts have expressed an interest in administering the Career Development Inventory at the present time as an evaluation measure on students who have been, or are now being, exposed to career education experiences that are consistent with the Michigan model. It was suggested that it would be wise to have concrete data substantiating the value of existing career education activities. This information would be incorporated into the "present and projected career education activities" section of LEA Plans. Carol said the only option available to those presently administering the instrument is hand scoring at the local level. However, she said she felt the project could make available (on a loan basis) sets of test booklets. At a later date we may pursue the possibility for having the instrument scored at the M.I.S.D.

The following materials were distributed to members with the request that they be made available to LEA team members:

Michigan Department of Education's Needs Assessment Package

Student Needs Survey (secondary level)

Professional Staff Survey (assesses attitudes toward the educators' responsibility to plan and deliver instruction as well as attitude and philosophy toward education in general and career education in particular)

The Career Development Inventory (with explanation, as revised by a working committee in order to make it applicable at the middle/junior high level)

John Krudy mentioned the Boy Scouts of America Career Interest Survey and stated he would send a copy to Carol.

Astor Simpson volunteered to send some evaluation instruments to Carol.

Bev Burger said she would share a pre-post career education assessment instrument from Arizona with the task force.

Suzanne Peterson requested that Jim Leavell design five questions from each area of career development (self-awareness, career awareness, planning and decision making, and goal implementation) to serve as examples.

Glen Hagen questioned Jim in reference to an assessment article in the PHI DELTA KAPPA magazine. Glen suggested the possibility that Jim incorporate that technique in his report.

Ken Squires requested information concerning language, length, and format for instruments in order to meet the requirements for scoring by the computer. Jim said he would have a report and all this information to Carol by Tuesday, March 4, in order for her to disseminate it to task force members in advance of the March 12 meeting.

It was agreed that Carol would duplicate and distribute to task force members the materials received from John, Astor, Jim and Bev.

Jim and Astor volunteered to make their services available to LEA's upon request. The task force agreed that as LEA plans evolve there will be a need for assistance in building an evaluation component into LEA career education plans.

It was dedided that the task force identify services needed by LEA's that could be provided by the M.I.S.D. in order to avoid duplication of efforts. Based on the needs identified, recommendations will be made to appropriate administrative personnel for their consideration. It was the consensus of the group that each school district prepare and submit to the task force a list of concerns and/or decisions relative to assessment and evaluation by 3:00 March 12, 1975.

Depending on the feedback at the March 12 workshop, a tentative meeting is planned for Tuesday, March 18, 1975 beginning 8:30 a.m. at the M.I.S.D. We will try to arrange to have Jim Leavell available to answer any questions pertaining to his earlier written report. John Krudy agreed to give a report on his contacts with Edward Vincent, Director of Exploring Division, Detroit Area Council of Boy Scouts of America, Detroit, Michigan 48208, 897-1965.

APPENDIX I

GOALS AND OBJECTIVES TASK FORCE ACTIVITIES

CAREER EDUCATION GOALS AND OBJECTIVES TASK FORCE

ANCHOR BAY

Linda White

ARMADA

Linda Chilcote

CENTER LINE

* Judi Hartz

CHIPPEWA VALLEY

Ray LeMay

CLINTONDALE

Sheila Apisa

EAST DETROIT

Cathy Potter

LAKE SHORE

Gus Querio

LAKEVIEW

Dave Hoffmeyer

L'ANSE CREUSE

Stewart Baber

RICHMOND

Duane Dunklee

ROSEVILLE

Kaye Clark

SOUTH LAKE

Antonia Whitaker

VAN DYKE

Wanda Carter

WARREN WOODS

Shirley Hicks

* Chairman

M.I.C.E.
REPORT FROM STRATEGIES FOR GOALS AND OBJECTIVES
March 12, 1975

At the February 12, 1975 meeting the purpose of the Task Force was discussed. The purpose being: To initiate an outline of strategies to be implemented that would result in the development and adoption of career development goals and objectives by LEA's. Career development includes (1) self awareness and assessment, (2) career awareness and exploration, (3) career decision-making, and (4) career planning and placement/goal implementation.

It was agreed to concentrate on developing strategies for involving LEA personnel in setting career development goals and objectives. Eleven approaches for involving LEA personnel were developed and circulated to each LEA. It was decided that because of the differences existing within each local district, it would be necessary for each LEA team to develop the strategy appropriate to meet their needs.

Carol is requesting that LEA's submit the strategies they plan to utilize as they are developed by each LEA.

STRATEGIES FOR INVOLVEMENT OF LOCAL DISTRICT IN DEVELOPING GOALS AND OBJECTIVES FOR CAREER EDUCATION

1. Involve one department, that as a part of its curriculum covers career education, i.e. social studies, to take an active role in developing an operational plan.

2. Involve presently existing career education committee to develop operational plan.

3. Based upon an all school questionnaire a committee composed of a cross section of teaching and administrative personnel will prepare a needs assessment and operational plan.

4. A committee composed of the MICE team and local staff members would prepare an operational program based upon the Goals and Performance Indicators published by the State Department.

5. A committee would prepare an operational program based upon the Goals and Objectives already existing in the content areas.

6. The Career Education Director within the district would assemble a committee to prepare an operational program.

7. Resource personnel from outside the district would aid teachers in developing an operational program.

8. Pilot Project School would formulate an operational plan.

9. The MICE team will serve as a steering committee and will involve other personnel in preparing an operational program.

10. The MICE team will ask each building to select a trusted, objective staff member to serve on a committee that will prepare an operational program.

11. Each building will prepare an operational program suitable for their own building and ask the board of education to adopt the resulting felxible plan.

NOTES: The above 11 items are the result of a 45 minute brain storming session of the Performance Ojbectives Committee.

The terminology "Operational Plan" was used in lieu of "Performance Objectives."

We invite you to read, digest, dissect, change and add to these strategies.

Judi Hartz, Secretary
Center Line

APPENDIX J

INFUSION TASK FORCE REPORTS

INFUSION TASK FORCE

ANCHOR BAY

Bob Turak

CENTER LINE

Maggie Kelly

CLINTONDALE

Ellen Pettibone

EAST DETROIT

Walt McDonald
David O'Leary

FITZGERALD

William Gayde

LAKE SHORE

Larry Lipton
Elsie Steven

LAKEVIEW

Dorris Sesler

L'ANSE CREUSE

* Roy Cloud
Mary Tarle

NEW HAVEN

Sue Pompian

ROSEVILLE

Judy Geurin

SOUTH LAKE

Ruth Couck

VAN DYKE

Donna Crawford

WARREN WOODS

Antoinette Burke
Fred Cardinali

* Chairman

M.I.C.E.

INFUSION TASK FORCE UPDATE

April 15, 1975

REPORT OF MARCH 25, 1975 MEETING:

PRESENT:
Roy Cloud, L'Anse Creuse, Chairman
Maggie Kelly, Center Line
David O'Leary, East Detroit
Elsie Steven, Lake Shore
Larry Lipton, Lake Shore
Dorris Sesler, Lakeview
Mary Tarle, L'Anse Creuse
Ruth Couck, South Lake
Donna Crawford, Van Dyke
J.D. Vlaz (for Antoinette Burke & Fred Cardinalli), Warren Woods

DISTRICTS NOT REPRESENTED:
Anchor Bay
Armada
Chippewa Valley
Clintondale
Fitzgerald
Fraser
Mt. Clemens
New Haven
Richmond
Romeo
Roseville
Utica

At the March 25, 1975 meeting Dr. Cloud advised that the purpose of the meeting was to receive in-put from the various sub-committees. The sub-committee on Local District Practices has turned in their report. The M.I.S.D. Media Center Search sub-committee disseminated the career education bibliography prepared by Mr. Dick Palmer. The Warren Consolidated C.A.R.E. Program Sub-committee passed out their report. Dave O'Leary passed out summaries of the ERIC Search sub-committee reports.

Discussion was held pertaining to the importance of creating awareness and acceptance of the career education concept within the district at all levels.

It was agreed that this task force recommend:

1. A presentation to the Macomb County Principals Association
2. A presentation to the County Superintendents Association
3. Including teacher union representatives at a M.I.C.E. in-service workshop
4. Including some local administrators in a M.I.C.E. in-service workshop.

It was the consensus of the group that this report be prepared for distribution to each team leader at the April 15 workshop along with reports from the various sub-committees of the Infusion Task Force.

Carol has requested that LEA's submit their strategies for infusion to her by the end of May, 1975.

M.I.C.E. Task Force on Infusion Strategy Progress Report

March 12, 1975

At the February 12th M.I.C.E. Workshop, the task force on infusion strategy organized for accomplishment of its goals. The committee task was stated as: "To review the literature and current practices and develop strategies for implementing infusion of career education concepts and procedures into K-12 curriculum at the local district level."

Dr. Roy Cloud, L'Anse Creuse, agreed to accept the chairmanship of the task force.

It was the consensus of the group that subcommittees be established for the purpose of reviewing the literature and current practices and that each subcommittee would compile findings and share total results with the task force and each LEA participating in the M.I.C.E. project. The following subcommittees were established:

1. MISD - Media Center Search
   Judy Geurin - Roseville - Chairman
2. Local District Practices
   Roy Cloud - L'Anse Creuse - Chairman
3. ERIC Search
   Dave O'Leary - East Detroit - Chairman
4. Warren Consolidated Schools Project CARE
   Bill Gayde - Fitzgerald - Chairman

It was agreed to disseminate to LEA team members copies of all strategies as they are developed by the infusion task force. LEA teams may utilize the information based on their particular school district's needs.

A meeting of the subcommittee on Local District Practices was held on February 27th and was attended by eleven task force members plus B. Carol Turner, M.I.C.E. Project Director.

The subcommittee members discussed their individual findings on local district practices for infusion.

1. Elsie Stevens, Lingemann Elementary School, Lakeshore, presented an idea developed by a music teacher to use self-awareness concepts in teaching music units. She also reported field trips that Lakeshore teachers take to local business and industry.

2. Larry Lipton, Rodgers Junior High, Lakeshore, reported on special needs programs which assist certified special education students at the secondary level find jobs in which they can succeed and assist in actual placement.

   Mr. Lipton also reported on the career exploratory course offered in the Lakeshore Junior High Schools on a one semester basis by the Social Studies Department.

3. Ruth Couck, South Lake, discussed the pupil - parent - teacher conference as it is held in the elementary schools in South Lake District. This type of conference stars the child and differs from the parent teacher conference because the parent and teacher play a supporting role to the child rather than holding a conversation in the child's presence. The parent and teacher work at involving the child as much as possible in his own evaluation and in planning for future action. This procedure is a self-awareness technique.

   The intermediate school child prepares for the conference by answering questions about himself on a self-evaluation sheet which is sent home to be reviewed by the parent and is then returned to the teacher prior to the conference. This information will then form the basis for the conference and a suitable course of action.

   At primary level, the self-evaluation sheet is discussed in school to help the child understand it. It is then sent home with the child to be filled out by the parent and child together.

   Ms. Ruth Couck discussed the career days held for South Lake students in grades 9 through 12 and a 12th grade program where graduates of the school who are now on jobs serve as resource persons to discuss careers.

   Ms. Couck also has available a study unit for self-awareness and exploration called, "Smile and Be Happy." Given pictures of smiling people, the students attempt to express orally how others feel when they are happy and express orally and in written form what makes them happy and how they feel. This can be developed into an individual activity where the child works on "Smile and Be Happy" independently using a directed lesson sheet or card with suggested activities.

4. Sue Pompian, Elementary Counselor, New Haven, reported on what teachers in the New Haven District are doing to infuse career education into their classrooms.

   At kindergarten level, the development of a positive attitude is emphasized and a unit on school helpers is taught.

   In the first grade, role playing of community helpers occurs and stories and discussions center on community helpers and the role of family members as contributors to society.

Self-awareness, making choices and exploring feelings is stressed in the second grade. Experienced story/pictures on what moms and dads do are used and the students talk about, "What I want to be when I grow up."

In the third grade, social studies involves discussions of occupations. A book, "What I will be from A-Z" published by the National Dairy Council is used. Discussions on careers are held throughout the social studies program.

At fourth grade level there are art projects which relate to career education and opportunities to discuss career concepts occur in all subject areas.

In grade 5 speakers from the community discuss different kinds of jobs and discussions are held on jobs mentioned in the Basal Reading books and the Weekly Readers.

At sixth grade level in the Middle School, students learn to fill out job applications and read about career opportunities. Math courses in the Middle School stress personal consumer applications of mathematics, and social studies programs include study of different careers as they occur in the regular course content.

At high school level in New Haven, a special reading program emphasizes units on careers. Career awareness as related to basic communication skills and attitudes is stressed in the English Department. A special needs program for special education students covers concepts such as attitude toward employer, attendance, punctuality, personal hygiene, carrying out orders and some practical experience.

A high school cooperative educational program is also found in New Haven. The G.I.S. program is also being implemented at high school level there.

5. Ellen Pettibone, Clintondale Schools, reported on some infusion strategies which are being used in that district and she may be contacted at Clintondale High School.

6. Dorris Sesler, Elementary Counselor, Lakeview, presented a four page list of ways to integrate career education into the subject matter including supplementing English, Social Studies, Math and Art. She also emphasized that value clarification activities that put the student in touch with himself/herself are a part of self-awareness development. This information is available from Ms. Sesler, Beechwood/Gordon Elementary Schools, Lakeview School District.

7. Roy Cloud, L'Anse Creuse, reported that in that district the local career education curriculum committee is working closely with the M.I.C.E. team in planning the drafting of district guidelines in career education and the infusion process. This committee is now preparing a needs assessment survey.

   The curriculum change process in L'Anse Creuse is a six step process in which an idea is born and communicated, a curriculum committee is established and develops a proposal, the proposal is presented to a monthly curriculum coordinating committee meeting at which the superintendent presides, the superintendent responds to the proposal and makes recommendations to the Board of Education, the Board of Education studies the proposal and acts upon it and the program, once implemented, is continuously evaluated and revised. Our career education guidelines will be submitted through this process.

   A committee of L'Anse Creuse teachers developed a packet of 42 individual elementary career education units for K through 6th last summer and these materials are currently being used in L'Anse Creuse elementary schools.

   Community resources are used through speakers from the community and field trips into the community.

   At Middle School level, counselors teach a careers course in the English mini course structure. The G.I.S. program is being used in both the Middle Schools and the High Schools.

   A Building Trades Program, Cosmetology Program, Health Occupations Program and a number of Business Education Programs give direct job skill training in L'Anse Creuse, and mid-year 1975-76 will see the opening of a new career center for occupational training for L'Anse Creuse 11th and 12th graders.

   At secondary level, career concepts are taught in English, Homemaking, Social Studies, Industrial Arts, Foreign Language and Physical Education.

   The Middle School and High School counselors are using the Michigan View Microfiche Program and also conduct group counseling sessions which emphasize getting to know one's self, dealing with the future, value clarification, decision making skills and problem solving. Counselors also do individual counseling relating to career development as well as exploration.

Judy Geurin, Roseville, Chairman of the subcommittee on M.I.S.D. - Media Center Search, supplied copies of the Career Education Bibliography for the MISD Media Center prepared by Dick Palmer, Librarian.

Dave O'Leary, East Detroit, chairman of the ERIC Search subcommittee and Bill Gayde, Fitzgerald, chairman of the Warren Consoldiated Schools Project CARS subcommittee will supply all LEA with reports in the near future.

There will be a general meeting of the Infusion Task Force on Monday, March 24th at 2:00 p.m. at the MISD in Open Learning Center "A".

Roy B. Cloud, Chairman
Local District Practices Subcommittee

RBC/az

APPENDIX K

CAREER GUIDANCE TASK FORCE INFORMATION

CAREER GUIDANCE TASK FORCE[1]

CHIPPEWA VALLEY

Bev Burger

EAST DETROIT

June McWatt

FRASER

Bob Weitz

LAKEVIEW

* Fred Pepper

MT. CLEMENS

Delanie Goodwin
Bev Mills

RICHMOND

Jane Quenneville

ROMEO

Sue Garrard

* Chairman

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[1] Ron Pollack, of the Macomb Intermediate School District, served as Consultant.

M.I.C.E.

REPORT FROM GUIDANCE TASK FORCE
March 12, 1975

At the February 12, 1975 meeting Fred Pepper agreed to accept the chairmanship of the Task Force. Participants were requested to submit suggestions of strategies for implementing a career guidance program. Up to now no suggestions have been received.

At that time Mr. Pepper asked for volunteers to form a working committee. The working committee is comprised of Fred Pepper, Bob Weitz, Beverly Mills, Delanie Goodwin, Beverly Burger, Ron Pollack and Carol Turner.

On February 25, 1975 Fred Pepper met with Carol Turner and discussed reviewing the literature and current practices in order to develop strategies for implementing career guidance programs. It was decided to:

1. Review materials on career education projects in various media centers (public libraries, university libraries, M.I.S.D. media center.)
2. Do an ERIC search.
3. Visitations to various districts.

A Final report of the procedures used will be submitted by May 1, 1975. In the meantime strategies will be developed by Task Force members and circulated to LEA teams to be utilized in their districts.

A meeting of the working committee is scheduled for Tuesday, March 4, 1975, 8:30 am, in Open Learning Center "C" at Macomb Intermediate School District.

At the March 4, 1975 meeting members present included:

Fred Pepper, Lakeview
Beverly Burger, Chippewa Valley
Beverly Mills, Mt. Clemens
Delanie Goodwin, Mt. Clemens
Bob Weitz, Fraser
Carol Turner, M.I.S.D.
Ron Pollack, M.I.S.D.

It was the consensus of the group that a general strategy for implementing developing, and/or modifying a Career Guidance Program be developed. The following strategy was developed:

-Establish K-12 Guidance Communication
  Elect Guidance Leader

-Create a Guidance Needs Assessment
  Incorporate into total needs assessment or write separate guidance needs assessment

-Evaluate needs assessment with all counselors

-Develop a Career Guidance Model with evaluation procedures built in

-Involve Administration for support

-Initiate staff relations involving information dissemination

-Establish a Public Relations Program

-Plan and present guidance component of career education plan to local board for adoption.

-Implement plan

The group agreed that career guidance is a necessary and integral component of the total career education thrust. Because of the differences existing within LEA's, it is assumed that each district utilize those aspects of the general strategy that fit their particular needs.

Carol would like to have LEA's submit the strategies they plan to utilize in their district between now and June 1, 1975.